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This handbook was prepared by 22 members of the student teaching staff of Michigan State University (MSU) as an attempt to provide concrete suggestions to assist supervising (cooperating) teachers who work with MSU student teachers. There are 10 chapters: (1) "Introduction and Goals," (2) "Roles and Responsibilities in a Cooperative Venture," (3) "Setting the Stage and Beginning Steps," (4) "From Dependence to Independence," (5) "Observing the Teaching Process," (6) "Helping Your Student Teacher Plan," (7) "How To Help Your Student Teacher Establish His Own Classroom Control," (8) "The Effective Conference," (9) "Formal Evaluations," (10) "Personal and Professional Behaviors for Supervising Teachers and Student Teachers." The handbook is designed to provide answers to such questions as these: What does MSU expect of its student teachers? Of its supervising teachers? How can supervising teachers best work with student teachers? What are the unique features of the MSU teacher education program? What specific techniques can I use that will make me a more effective supervising teacher? References are listed for some chapters, and an index and descriptive table of contents are provided. (JS)

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Handbook
for
SUPERVISING
TEACHERS

Written By

MEMBERS OF THE STUDENT TEACHING STAFF
OF THE COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY

AND

TEACHERS AND ADMINISTRATORS
OF THE PUBLIC SCHOOLS

Clyde W. Dow, ***Editor***

1968

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College of Education

Michigan State University

East Lansing, Michigan

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PREFACE

This handbook was prepared by the Student Teaching Staff of Michigan State University with the help of selected supervising teachers and school administrators. It is an attempt to provide concrete suggestions to assist supervising teachers who work with Michigan State University student teachers.

The Michigan State University Student Teaching staff has already prepared and published a Handbook for Student Teachers, and a Handbook for Student Teaching Coordinators, which fulfill the needs of these two groups for guidelines to effective participation in the program. The current publication is seen as the third in a series. The fourth will provide guidelines for administrators who work with the Michigan State University Student Teaching Program.

Preliminary planning for the current publication involved the appointment of an editor and an editing committee with the responsibility for identifying specific purposes and outlines and designating the writing teams. The committee has had as its primary task the difficult job of correlating the ideas and work of nearly 50 staff members, supervising teachers, and invited participants as the handbook was prepared.

Leland Dean, Director

School for Teacher Education

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We wish to express our sincere thanks to the many supervising teachers and administrators from Michigan schools for the excellent suggestions on writing and for revision. And to those who by invitation from Prof. Eldon Drake of Utah State University at Logan contributed suggestions for revising the trial edition.

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Many from the student teaching staff and from the public schools have contributed ideas, but those who have carried the major responsibilities for writing this handbook and to whom both the Editorial Advisory Committee and the editor owe their sincere appreciation are listed below:

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TABLE OF CONTENTS

CHAPTER		PAGE
1	INTRODUCTION AND GOALS HENRY KENNEDY and GLEN COOPER Purpose of Handbook; Philosophy of Program; Prerequisits for student teaching; Pre-student teaching experiences; Academic preparation of student teachers; Student teaching curriculum; Many functions expected of student teaching; Other phases of undergraduate curriculum; Assignment of students to student teaching; Student teaching center organization; Professional growth opportunities for teachers; Cooperation with other teacher education institutions.	1
2	ROLES AND RESPONSIBILITIES IN A COOPERATIVE VENTURE ALYCE FLEISHMAN and MAURICE PERNERT Responsibility roles, superintendent, building administrator; Qualifications for supervising teachers; University coordinator; Supervising teacher seminars; Legality of excusing teachers for attendance at supervising teacher seminars; Procedures for leaving student teachers alone; Coordinator's responsibilities to the student teacher; Student teacher seminars; Professional library.	14
3	SETTING THE STAGE AND BEGINNING STEPS LAURA MILLER and ARTHUR BERKEY Getting ready, preparing class, and materials; Orientation day visit, introducing student teacher, information for student teacher; When the student teacher arrives for the term, building an atmosphere	23

CHAPTER PAGE

for success, thoughtfulness, a place to hang your hat; Learning about pupils; Learning school policies and procedures, the community, resources and materials; Observation; Starting teaching; Maintaining growth; Team effort.

4 FROM DEPENDENCE TO INDEPENDENCE 34

ROBERT TAYLOR, SHIRLEY OWEN and ROBERT TRAUTMAN

Independent professional action the goal; Suggestions to supervisors; Help student teacher know his role; Involvement; Plan a thorough experience; Orderly transfer of authority; Indepth professional involvement; Use cumulative records; Managing the work load, short cuts; Planned professional growth; Transfer in leadership role; Supervising teacher extras; Theory behind methodology; Demonstration lessons; Developing perspective.

5 OBSERVING THE TEACHING PROCESS 43

RAYMOND GARNER and ROBERT SCHMATZ

Observation essential; When to observe; Emphasize methods and techniques; Make written observations; Difficulties of observation; Focus on essential teaching behaviors; Challenge growth; Many forms.

6 HELPING YOUR STUDENT TEACHER PLAN 52

ROBERT HATFIELD AND BRUCE CHENEY

Written plans required; Cooperative planning; Flexibility and forms; Special subject areas; Selection of content; Behavioral objectives; Self improvement objectives; Teaching methods; Teaching materials; Evaluation of learning; Evaluating self growth; Evaluating the plans.

CHAPTER PAGE

7 HOW TO HELP YOUR STUDENT TEACHER ESTABLISH HIS OWN CLASSROOM CONTROL 62

GEORGE MYERS and RICHARD DOUGHERTY

Various approaches; Supervising teacher's role; Tips from experienced supervising teachers; Practical suggestions; Evaluating management and control.

8 THE EFFECTIVE CONFERENCE 70

MARGARET DAHLEM

Importance of conferences; Opening lines of communication, warning signs, routine procedures; Purposes of conferences; Regularity and time limits; Content of conferences; Preparation; Appropriate atmosphere; Specific techniques; Moving from directed to non-directive conferences; Self-evaluation.

9 FORMAL EVALUATIONS 82

JOHN PHILLIPS and WILLIAM DICKINSON

Evaluation basic to guidance; Required evaluations; Purposes of evaluation; Possible procedures; Importance of mid-term evaluation and conference; Give student teacher evaluation form at end of term; Confidential Placement Recommendation, preparing the placement recommendation.

10 PERSONAL AND PROFESSIONAL BEHAVIORS FOR SUPERVISING TEACHERS AND STUDENT TEACHERS 86

REXINE GLYNN, PETER KRESSLER, JANE THOCHER and CHARLES WILSON

Personal behaviors, characteristics, co-workers, pupils, student teacher, touchy issues, personalities. Professional behaviors, active membership,

CHAPTER PAGE

confidential information, controversial issues;
Evaluating personal and professional behavior.

INDEX 96

CHAPTER I

INTRODUCTION AND GOALS

PURPOSE OF THE HANDBOOK

Supervising teachers want assistance

Supervising teachers have raised many questions regarding their role in student teaching, and have shown a keen interest in learning more about the teacher education program of the university so they can better understand it and contribute to it.

Kinds of questions asked

Among the specific questions that have been asked are: What does Michigan State University expect of its student teachers? Of its supervising teachers? How can supervising teachers best work with student teachers? What benefits and rewards are available to supervising teachers? What are the unique features of the Michigan State University Teacher Education Program? What specific techniques can I use that will make me a more effective supervising teacher? How can I contribute more effectively to teacher education?

Handbook purpose

It is hoped that this handbook will provide answers to the above questions so both the university and the school will be better able to capitalize upon the mutual benefits of this program.

PHILOSOPHY OF THE PROGRAM

Student teaching is for purpose of learning how to teach

Student Teaching at Michigan State University is designed to help the student take the initial steps at learning how to teach. This means that you should not expect your student teacher to know how to teach when he arrives on the student teaching scene. Rather it should be recognized that the specific reason for the student teacher's presence is to enable him to learn how to teach. As an example, it is our strong conviction that the ability to plan lessons can be learned effectively only in a real, live teaching situation under the direction of an outstanding classroom teacher where lessons can be prepared for a specific group of students in a specific environment. This ability cannot be developed efficiently, if at all, in a pre-student teaching class where artificial lessons would have to be prepared for imagined classes under assumed conditions.

Gradual Induction into teaching

In this concept, students are provided with the opportunity to start from the beginning, to test their preparation and their skills in very small bits of teaching or with small groups of pupils in order: (a) to judge their present level of competence and (b) to provide for the greatest possible initial success in teaching. As the student demonstrates his ability to handle these short "segments" he will plan and teach successively more difficult bits, lessons, and units and will be limited in his progress only by his ability to profit from his experience and your guidance, as he is led to plan, teach, evaluate and analyze his teaching under the direction of his supervising teacher.

Student learns to solve teaching problems

As the student teaches more and more extensive and difficult segments, he will inevitably encounter teaching problems which he learns to cope with and to solve, not entirely on his own but under the direction of the supervising teacher and assisted when necessary and desirable by the university coordinator.

Students need a wide variety of experience

The Michigan State University program recognizes that there is more to teaching than merely fulfilling the traditional role of the teacher in a single classroom. It is expected that many other teaching, professional and non-professional, staff members will influence the learning of the student teacher. It is not likely that the newly trained teacher, in his first job, will fill a position exactly like that filled by the person designated as his supervising teacher. In fact, when one considers the many different administrative patterns in schools, the varying socio-economic situations in which teaching is done, and the tremendous difference in social interaction among different people, one realizes it is most unlikely that the initial teaching assignment will be very much like the student teaching assignment. In addition, at the elementary level, the teacher has the possibility of encountering a wide variety of grade levels and curriculum materials and at the secondary level a wide range in subject matter levels and student achievement levels, which suggest that it would be a disservice to a prospective teacher to limit his experience to one classroom or even one building. It is hoped that the supervising teacher and coordinator will help the student teacher plan a wide variety of experiences and contacts not only to enable him to make some judgments about his own interests and competencies as they relate to administration, teaching, and personal patterns different from the home base but also to gain some initial experiences with widely differing patterns. This handbook will offer specific suggestions for bringing about some of these less-traditional experiences. Michigan State is rapidly moving toward a clustering of student teachers in specific school buildings in order to maximize the availability of staff to help plan broader and more individualized programs for student teachers.

PREREQUISITES FOR STUDENT TEACHING

Students assigned to student teaching must have completed all their pre-student teaching university work with an academic average of at least 2.0 and must also have averaged at least 2.0 in their pre-student teaching education courses. Each student must also be a declared teacher certification candidate and have been accepted in the teacher education program which required his having a university college course average of 2.0. He must also be free of disapproval by the Health Service and the Dean of Students' Office and must have completed a speech course or have been cleared by the Speech Department as having speech proficiency.

2.0 average in a) university b) all college, c) education courses

PRE-STUDENT TEACHING EXPERIENCES

When the Michigan State University program was designed, it was felt that rather than provide an abbreviated term for student teaching, with an extended supervised, closely guided experience prior to student teaching, it would be better to incorporate the necessary observation, participations, and understanding as an early part of the supervised experience in a full-time student teaching center.

Nevertheless, the elementary student will have had a one-week school contact called "September Experience" and many of them, plus many of the secondary student teachers, will have had extensive experience with young people in church school teaching, student education corps, work with

Assess individual pre-student teaching experiences youth groups, camping experiences, and the like. It is important that you assess at an early date the past experiences of your student teacher and that you help him build upon whatever experiences he has had and help him secure the additional experiences that he may need in order to fit readily into the teaching situation.

ACADEMIC PREPARATION OF STUDENT TEACHERS

Students are not as knowledgeable as supervisors

A frequent criticism of student teachers, especially at the secondary level, is their lack of sophistication with subject matter. This is understandable, since they are in direct competition with a supervising teacher who has had several years experience with the precise level, scope, breadth, and depth of subject matter treated in his classes. Most teachers have learned a good deal of subject matter since their first year of teaching, so it is natural that they would see the student teacher as somewhat inept.

Teach students how to keep up-to-date

Good supervising teachers have learned the techniques of learning new subject matter and of keeping up-to-date. It is important that these skills be taught to student teachers and since time is limited it is important that the student teacher be taught to prepare himself selectively for the subject matter he needs to know. Obviously the only guide to selectivity is the identification and agreement upon the educational outcomes to be expected of the class. Once these are identified the learning of the necessary material can be efficient and orderly.

Provide time for study

Students are normally well along in subject matter preparation in their major area before student teaching, but may have one or more advanced courses to complete after student teaching. Where subject matter is a crucial concern in the teaching, it is recommended that time be allocated in the student's schedule for study as well as for planning and for teaching. In this way the supervising teacher can offer guidance in how to study for a specific purpose and in this case a new purpose--to understand well enough to teach rather than to understand well enough to pass exams.

THE STUDENT TEACHING CURRICULUM

The undergraduate professional education curriculum adopted by the faculty of the College of Education at Michigan State University provides for student teaching to fulfill the following four major functions.

Content of TE Program

a. Providing instruction in the methods, materials and techniques of classroom teaching.
b. Teaching specific material most appropriately and/or most effectively handled in the student teaching context.
c. Confronting students with sociological, philosophical, and professional issues as a basis for concept and value development in the post student teaching course, "School and Society."
d. Developing in each student a realistic self-concept as a teacher.

Function A

Classroom teaching

Within the guidelines described above, it is planned that student teaching will, in an organized way, provide the student with an opportunity to try out, experiment, test, and err, and then to be provided with suggestions, counsel, and guidance in further study and careful planning that will enable him to improve steadily in his ability to teach. The necessary instruction and experience for this portion of the curriculum are largely delegated to the supervising teacher. The coordinator, however, is expected to be ready and able to assist both the supervising teacher and the student teacher in developing the necessary competencies. Other teachers or professional workers, and school administrators, may be involved also.

Need contact with other professionals

It is important for the supervising teacher to recognize that in the very best of assignments the student learns not only from his supervising teacher but also, under the guidance of the supervising teacher, from all the other faculty members with whom he associates.

Since this function is obviously the most important of the four, a good deal of the present handbook is devoted to its accomplishment.

Function B

The objectives in the second function of student teaching cluster in four main groups: (a) Relationships in the school and community, (b) The teacher and the profession, (c) Planning and managing instruction, and d) Evaluating instruction. These are closely related to the actual classroom work in student teaching but have been included separately for several reasons.

Extra class competencies required

1. They are so important that the accomplishment cannot be left to chance encounters in the student teaching situation.
2. They especially fit the student teaching quarter because of the timing, geographical location, psychological readiness, or educational resources in the student teaching setting.
3. The people most able to aid in the accomplishment of these objectives are available in the student teaching center.

How extra classroom competencies are developed

It is hoped that the entire professional staff would work with the coordinator to help develop the identified concepts. The coordinator may handle some of these in the student teaching seminar, and in individual work with the students, and may even assign some of them to be accomplished by the student in independent study. He may also refer some of these objectives to especially competent supervising teachers or other specialists in the Student Teaching Center who have special competency in the identified area. You, as a supervising teacher, will want to keep informed of when and how each of these objectives is treated so you can integrate, insofar as possible, the traditional aspects of student teaching with the teaching of these other content objectives.

Function C

Plan encounters in sociology and philosophy

The third function, providing an experiential basis for further study, recognizes that student teaching affords an excellent opportunity to sharpen the students' perceptions of problems and issues in education, with which they can be deliberately confronted as part of their experience. It is hoped that you and the coordinator can arrange for students to face varying points of view about, for example, the desirability of public aid to parochial schools; the place of citizen opinion in the development of curriculum; the role of the board of education; the impact of teachers organizations on the image of the professional; and the place of adult education in the school program. Your assistance will be crucial, since some of the doors to the necessary contact with issues, problems, and philosophical positions regarding education can best be opened by you. The more of these doors that are opened, the more effective will be the articulation between student teaching and the following course in education.

Function D

The fourth function, that of helping the student teacher develop a realistic self-concept as a teacher, is the basis for the whole evaluation and self-evaluation process. It is intended that each student teacher shall begin to understand his own personality, his level of competence, his interests, his strengths and weakness and his ability to adapt to new situations. At the same time he needs to examine the requirements and specifications of different teaching positions open to him, and make a valid decision on his ability to fit into a proposed position. Evaluation and teaching guides will be made available to you and it is hoped that you and your coordinator can work together to individualize to a high degree the work with the development of the student's self-concept.

Student should learn to know himself as a teacher

Student Teaching is one of the four major divisions of the undergraduate teacher education program at Michigan State University. For secondary student teachers it represents one-half of all the allocated professional education course work, and for elementary majors it represents about one-third of the professional education course work. Thus, Student Teaching is expected to, and most certainly does, provide a very significant portion of the preparation program of the student teacher.

Student teaching is one-third to one-half of the education program

OTHER PHASES OF THE UNDERGRADUATE CURRICULUM

The first course for teacher certification candidates at Michigan State University is the five credit course, Education 200--The Individual and the School, which provides

Educational psychology

their educational psychology background. This sophomore level course is taught on a team teaching plan and draws upon the outstanding faculty members in the field of educatioal psychology, to work with the students on specific units. These experts provide a series of lectures on specific topics related to their major area of interest and competency. The students also spend a considerable amount of time in small group discussion sections in which the lecture material is related to their future teaching situation in addition to providing an opportunity for clarification and amplification of the lecture part of the course. The major divisions of the course Education 200 are:

1. Orientation to professional education
2. Observations and interpretation of behavior in the classroom
3. Learning and thinking in the classroom
4. Human growth and development

Methods taught on team basis

The second course in education for the prospective teachers is the methods course. In the case of secondary majors, the methods course is taught in a five term block with two hours being devoted to general methods and three to special methods. This course, too, is taught by a team with the leadership being provided by a professor who has a great deal of experience in public school teaching as well as in teaching the secondary methods course in one specialized area. The two hours of general methods are provided in large group sections led by professors with unusual competency in the application of psychological principles and educational theory to the actual teaching practice in the schools. For three days a week the students meet in small group sections divided according to their teaching specialty and work on special methods with a professor who has background and training in the specific subject matter field. For the secondary person then, the course content in general methods includes such units as:

1. Planning for instruction
2. Implementing instruction
3. Evaluating instruction

and in special methods, units in:

1. Procedures for curriculum development
2. Developing a wide range of teaching techniques
3. Developing criteria for selection of textbooks

Elementary methods-more extensive than secondary

For the elementary candidate, the methods program consists of a fifteen term hour block taught by specialists in the various areas in elementary education. Part of this course is devoted to a portion called Common Elements, in which the general problems of methodology appropriate to all teaching levels and areas are considered. Other portions of the course include Reading and Language Arts, Mathematics and Science, and Social Studies. In addition, students take a three-hour course in Children's Literature. The objective of the elementary methods courses are the same as for the secondary course but since three times as many credit hours are provided, it is possible to accomplish each objective in much greater depth. If you should want to review the specific assigned objectives for each course in the professional education sequence, ask your coordinator to loan you a copy of the Undergraduate Required Professional Education Curriculum.

Following student teaching, students encounter their fourth and final course in education, the five-credit Education 450-School and Society, which is taught in the same general plan as Education 200 and includes the units:

1. The school as a social institution
2. Education and social philosophy
3. Current educational thought
4. Growth in the profession

ASSIGNMENT OF STUDENTS TO STUDENT TEACHING

How student teaching assignments are made

When students have decided when they want to do student teaching they make application to the Student Teaching Office. The applications identify, among other things, the student's major subject area, and his preference for a student teaching center. Students are assigned to centers on the basis of (a) their choice of centers, (b) the availability of suitable stations in the center as reported by the coordinator, and (c) the competition from other student teachers for stations in the same center. Most student teachers are assigned to the center of their choice. If they cannot be accommodated there, they are assigned to some other available center.

Student must not secure own supervising teacher

Students are specifically forbidden to seek their own student teaching assignments in a school or with a specific supervising teacher. Although it is recognized that sometimes a teacher might desire to work with a student whom he knows, or a student would like to work with a teacher whom he knows, there are many other factors to consider in making student teaching assignments. Further, because personalities may be involved, it is often not easy to offer the proper guidance or suggestions when such contacts regarding assignments are made directly. For these reasons, all placement contacts, even the tentative and initial ones, are made through the coordinator.

Coordinator interviews prospective students

Once the students are assigned to a specific coordinator, and he has been provided with the personal information form for each student, he has sufficient information to make tentative contacts with the designated school official and determine whether the specific students can be accommodated. The coordinator meets, on campus, all the student teachers assigned to him and determines their particular interests and needs and assesses their personality and professional characteristics as a basis for working with school officials in designating specific supervising teachers for specific students. The coordinator provides the supervising teacher with the information he has on the students and receives a tentative agreement to serve. A few weeks later the student teachers visit the center as a group. They are oriented to the school systems in which they are placed and then visit the classrooms of the supervising teachers. This visit provides the prospective supervising teacher as well as the prospective student teacher an opportunity to estimate the quality of the placement and to make a definite decision about working together. (Please refer to Chapter 3.)

Orientation visit

STUDENT TEACHING CENTER ORGANIZATION

The Michigan State University student teaching program is currently comprised of 16 student teaching centers in various geographic areas in Michigan. These centers include:

Battle Creek Area
Birmingham
Benton Harbor-St. Joseph Area
Flint Area
Grand Rapids Area
Jackson Area
Livonia Area
Niles Area
Pontiac Area
Saginaw-Bay City Area
Macomb County Area
Traverse City
Lansing Commuting Area
Detroit Area
Port Huron Area
Walled Lake Area

Role of coordinator

Each center is managed by a university staff member (student teacher coordinator) who is responsible to the university for all the student teaching activities in his center. He represents the university in all contacts with students and with the schools in his center and provides leadership in the development of a student teaching program which capitalizes on the unique strengths of the schools in his area.

Student teaching centers

A student teaching center may comprise a single school system or may be made up of as many as 10 or more school systems in a close geographical area. It may have one full-time coordinator or one head coordinator or center director assisted by as many as four other persons.

Selection of co-operating schools

Co-operating schools are selected by the Director of Student Teaching upon the recommendation of the Center Director in response to requests from the school superintendent. Relevant factors in the selection of schools include the geographic proximity to the rest of the center, the number of available student teaching stations, the availability of housing for student teachers, the attitude of the professional staff toward working with student teachers, and the quality of the program in the school.

Selection of new centers

New centers are selected by the College of Education on the recommendation of the Director of Student Teaching. Criteria include the same factors as selecting co-operating schools plus the availability of a school system willing and able to provide a headquarters and office for the resident staff.

An indicator of the interest of school systems in working with student teachers is the fact that many more requests are received from schools for the establishment of a center or to be added to an existing center than can possibly be accommodated.

PROFESSIONAL GROWTH OPPORTUNITIES

Mutually beneficial program

The MSU program operates on the philosophy that student teaching is a mutually beneficial arrangement with the school system, the university, the student teacher, and the supervising teacher all profiting greatly from the experience. In the most effective programs, student teachers benefit from contact with, and instruction from, a great many of the professional staff people in the school system, and the more effective the supervising teacher, the more he is able to secure these resources for the student teacher.

Professional growth opportunities

The university recognizes an obligation to assist to every extent possible in the work of the superivising teacher and the rest of the staff, and recognizes the service of these persons in a payment to the school district of a small sum of money for each student teacher trained in the system. It is the hope that these funds will directly benefit the supervising teacher and other staff members who contribute to the program by providing them with additional resources, materials, and professional improvement opportunities that would not be available from regular school district funds. Many of the districts support credit courses, professional travel, resource people, meeting and seminar expenses, and additional instructional materials from these funds.

Workshops and seminars

Other opportunities for professional growth are provided by the regular supervising teacher seminars which are held in the center during the regular school day, the one-day on campus workshop for fall and spring supervising teachers and the regional one-day workshops during the winter quarter. The College also provides supervising teachers with a library card providing faculty privileges in the University Library.

CO-OPERATION WITH OTHER TEACHER EDUCATION INSTITUTIONS

Inter-institutional co-operative deans and directors

As you work with student teachers you will no doubt come in contact with student teachers and staff members from other institutions, and will notice several major and minor differences among institutions in program, operational procedures and philosophy. Recently the institutions in Michigan have been communicating with each other in an effort to help each other do a better job with student teaching, and to reach agreement on desirable directions for the future development of student teaching. If you will transmit your suggestions to your coordinator he will see that these are brought to the attention of one of the two inter-institutional groups. These are: (1) The Directors of Student Teaching, and (2) The Deans of Education and Directors of Student Teaching. Either of these groups would be pleased to have your suggestions and comments on possible areas for co-operative activities.

SUMMARY

This section of the Handbook for Supervising Teachers has provided the background information which should help you to better understand the point of view, philosophy and organization of the Michigan State University Teacher Education Program. It should serve as a frame of reference for the remainder of the Handbook which will provide you with specific suggestions on your work with your student teacher.

CHAPTER 2

ROLES AND RESPONSIBILITIES IN A CO-OPERATIVE VENTURE

INTRODUCTION

The complexity of operational functions today, leads institutions which sponsor educational programs into ever closer relationships regardless of size or specific responsibility. Basically, success in the educational process is dependent upon the human factor. Close and amicable relationships among those individuals who comprise a total student-teacher training program are of vital importance.

RESPONSIBILITY ROLES

The public school has both an opportunity and responsibility to provide a laboratory setting for the university student teaching program; a responsibility for self-perpetuation and an opportunity for service to the teaching profession.

Public school provides setting

Administrative leaders of the public school and the University should establish the climate for the program. Although seldom directly involved in the operation of the program, sharing involvment in the operation of the program mandates support at the administrative level and is basic to the success of the program.

Supportive climate

The superintendent of schools' greatest responsibility to the success of the student teacher program involves the establishment of workable operational procedures which are subject to continuing evaluation. He provides the leadership, and the final responsibility for enforcement of procedural rules whether the action necessary is complimentary or offensive.

This responsibility leads to the necessity for the superintendent to be knowledgeable about the program, to personally believe in it, and to maintain close ties through his administration with the operation of the program. His support should be reflected by oral and written interpretations to other school personnel, residents of the school-community, and the board of education.

Establishment of special account.

His most direct contact with the operation of the program is through the establishment and administration of, a "student-teacher" account. When funds are provided to the school by the university through state funds he must work with all persons involved to create a mutually beneficial program. Included might be: the purchase of professional library books related to the improvement of the student teacher program, tuition benefits for the supervising teacher when enrolled in college or university credit courses which lead to the improvement of the program, and such other benefits as may be decided upon by university personnel, supervising teachers and administrators.

Role of building administrators

The building administrator carries out the responsibilities in his building for the student teaching program. He works closely with the supervising teacher who in turn becomes a colleague and teacher to the student teacher. The building administrator then is responsible for the orientation of the student teacher to the policies, administrative rules, procedures, terms of the teachers' master agreement, and philosophy of the school. He familiarizes the student teacher with the breadth and scope of the school program, the relationship between school and community, characteristics of the student body and community that will enable the student teacher to perform effectively. Often he goes even further and discusses personalities, strengths and weaknesses, and personal idiosyncracies of the supervising teacher.

Qualifications of supervising teachers

He interprets the program to the students and professional and non-professional employees in his building, and supports the program while it is in operation. His judgment is necessary in making recommendations for the position of supervising teacher, selecting those who are willing, experienced and able performers. The University's requirements for supervising teacher selection include first that the teacher has a sincere desire to work with a student teacher or with young college people; that he have a degree, be experienced, and be certified; and that the selection be approved by both the building principal and university coordinator. The principal shall deny the right of a teacher to participate if previous experience and prudent judgment have dictated it advisable.

His evaluation of the program is most important and shall be made to the superintendent and the university coordinator.

In the final analysis he must carry out his responsibility to students and administer all educational programs so that optimum opportunities exist.

Responsibility to supervising teacher

The university coordinator's primary role is that of integrating all experiences of the student teacher placed in his charge. The person to whom he has the most direct relationship in providing this smooth integration of the student's activities is the supervising teacher. The primary responsibility to the supervising teacher is one of guidance in all areas related to teaching. By providing supervising teachers with necessary information and techniques of discussion in working with student teachers (primarily through the use of supervising teacher seminars) he is able to lay the groundwork for a good experience for the student teacher. Much of the time spent in visits to the schools is used for working with the supervising teacher as well as with the student teachers.

Supervising teacher seminars are held for the purpose of giving direction and guidance to the supervising teacher while working with a student teacher. Although the format may vary widely, a typical approach is to hold from three to five meetings at regularly scheduled times. The coordinator should provide both supervising teachers and administrators with a schedule of supervising teaching seminars, making sure that the building administrators are informed about the absence of supervising teachers from their classes. All administrators are extended a most cordial invitation to attend any and all supervising teacher seminars.

Content of orientation seminar

The first, an orientation session, is held prior to the beginning of the term, preferably the day the student teachers arrive in the center to visit. For fall quarter supervising teachers this meeting is often scheduled after school begins in the fall and not for the visitation day. This session is used to discuss general guidelines for working with student teachers, going over dates of scheduled seminars with supervising and student teachers and coordinators visitations, providing materials that will be helpful in getting the student teacher started. First-time supervising teachers are introduced to the various aspects of the Michigan State University program, given an overview of procedures, and the respective responsibilities of all people involved are explained and identified. The coordinator also uses this meeting to give extra time and assistance to inexperienced supervising teachers.

A second seminar is usually held somewhere before the third or fourth week of the term when the student teacher is judged competent to take over the supervising teacher's teaching responsibilities for an hour or two. This seminar deals primarily with questions of a general nature, thereby detecting any problems that may have developed early in the term.

Mid-term evaluation seminar

A third seminar deals with the preparation for the mid-term evaluation. Guidelines are given to the supervising teacher on how to evaluate. Suggestions are given by the coordinator on ways to best implement both the supervising teacher and student teacher evaluations during mid-term and the resulting conference on the strong and weak points of the student teacher.

A fourth seminar may focus on the devices, techniques, etc., that coordinators have to help the supervising teacher give the most effective guidance to the student teacher. The techniques of criticism for growth are emphasized. A great share of this seminar also deals with general discussion of any topic supervising teachers or coordinator may wish. The general sessions are an excellent opportunity for the coordinator to discuss book order cards, on campus workshops, to bring any information that he may need discussed before the group.

Final evaluation and placement seminar

The final seminar is used to explain the final evaluation and the placement recommendation forms. Help again is given for the writing of these documents. A follow-up to this seminar is an arranged conference with the supervising teacher on the final recommendation of the student teacher.

Benefits of seminars

One of the benefits of such an arranged schedule of supervising teacher seminars is that it provides an opportunity for all the supervising teachers in a system or center to get together to talk over common problems and concerns. By having both the experienced and novice supervising teachers in the same group, all benefit from the experiences and discussions. It also is the place where the supervising teacher can indicate that he could not or would not prefer to handle some especially delicate matter concerning the student teacher. This then is where the coordinator can become informed on the details to effectively handle the matter in question.

Guidance is a shared responsibility

It should also be noted that the above described procedure refers only to a suggested minimum of pre-scheduled supervising teacher seminars. Others may be called at the discretion of the coordinator or supervising teachers. Some additional possible supervising teacher seminar topics are:

1. Getting the student teacher started
2. From dependence to independence
3. Observation
4. Classroom control
5. Planning
6. Conference techniques

Throughout the term, at any time the student teacher has a particular problem, the coordinator and supervisor discuss the problem and together decide upon a solution; at no time is the supervisor made to feel that he is alone in his responsibilities for guiding the student teacher.

Teacher's absence from classroom

The legality of excusing teachers from classrooms to attend supervising teacher seminars has been established for the College of Education in a communication from the State Superintendent of Public Instruction, "We realize that in order for a student teacher to obtain the necessary experience, she surely should be given responsibilities and should be given complete control of classes insofar as possible. The student teacher cannot be used legally as a substitute teacher in these cases where a supervising teacher is absent from the school or unavailable for other reasons, except in those cases where the absence of the supervisor from the classroom is necessary for the promotion of the student teaching program." (3)

Procedure

Procedures for leaving students to teach alone while the supervising teacher is absent for student teaching business should be clarified and might include such provisions as:

1. The supervising teacher considers the student ready and able to be left in charge. A paid substitute is an alternative to leaving a student alone in a swimming, shop, or science laboratory class where hazards are greater than a regular classroom.
2. Plans, either the teacher's or the student's, should be carefully developed and discussed by the teacher and student.
3. A certified staff member is identified and available on a standby basis if an emergency arises. A neighboring teacher, department head, or principal may serve in this role. Some systems identify this person as a "technical substitute."
4. The building principal is aware of and agrees to teacher's absence from the building. (3)

THE COORDINATOR'S RESPONSIBILITIES TO THE STUDENT TEACHER

Integrates all activities

As the person responsible to integrate the student teacher's work to the total picture of teaching a few of the coordinator's responsibilities are: (2)

1. to establish good working relations with all personnel involved in the student teaching program.
2. to place or assign the student teacher with the most appropriate supervising teacher.
3. to welcome the student teacher, counsel him, arrange visits to other situations.
4. to provide the school principal and supervising teacher with whatever information is needed to guide the student teacher effectively.
5. to give specific instruction in making useful lesson plans.
6. to discuss special problems (discipline, placement pupil and self-evaluation) and suggesting appropriate action.

7. to suggest materials, procedure and resources which may be useful in the teaching situation.
8. to provide the student teacher with instruction concerning routine matters such as dress or reporting absences.
9. to interpret for the student teacher the demands of the situation and to make the reasons for particular practices more evident.
10. to help the student teacher make a satisfactory adjustment to the teaching situation.
11. to make clear expectations and evidence of progress at regular intervals.
12. to provide written records of areas needing improvement or action which must be taken when progress is unsatisfactory.
13. to initiate three-way conferences to discuss student teacher progress when desirable or needed.
14. to summarize progress and potential for success in teaching in both oral and written form.
15. to remove a student teacher from an unsatisfactory situation, on his or the supervising teacher's part in cooperation with the building administrator.
16. to do his best to help this candidate succeed in his assignment.

Student teacher seminars are also held on a regularly scheduled basis. The purposes of the seminars are: (1)

"1. to carry on the necessary mechanics of arrangements, distribution of materials, announcements, procedures, scheduling of visits, etc.
2. to present selected services, materials and knowledges generally needed by most teachers to be.
3. to extend individual experiences by sharing ideas, problems, etc., with others working in similar subject or grade levels.
4. to provide an opportunity to work as a staff member in a manner to reveal the extent of abilities, attitudes, and characteristics desirable in a professional person. These include prompness, initiative, tact, cooperation, willingness to assume responsibility, thoroughness, and just plain good judgment."

THE PROFESSIONAL LIBRARY

One of the services the university provides for the co-operating schools is that of the establishing and maintaining of a professional library for the teachers and administrators in each of the centers. The locations of these libraries vary from center to center--at the center office, the coordinator's office, and quite often in the school system itself in a designated building or buildings. The books are procured by the co-ordinator upon the suggestion and recommendations provided by supervising teachers, school librarians, and administrators. These books can be in a supervising teacher's area of specialization, general education, supplementary or enrichment materials, or in the area of student teaching. The coordinator is constantly seeking suggestions of good titles and periodically adds to the library.

CONCLUSION

Supervising teacher is major influence

The total public school personnel plus the total university personnel make possible this co-operative venture. Of all the persons involved in the student teaching process it is undoubtedly the supervising teacher on whom the major responsibility rests for providing the student teacher with the opportunity to learn. The school administration and the university coordinator work together to lay effective groundwork for a rewarding experience to all persons involved, but the success of the student teacher is determined by the dedication and effectiveness of the person with whom he most closely works, the supervising teacher.

REFERENCES

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CHAPTER 3

SETTING AND STAGE AND BEGINNING STEPS

INTRODUCTION

The partnership between the supervising teacher and the Michigan State University Teacher Education faculty provides a meaningful student teaching experience for the student teacher and an inspring professional opportunity for the supervising teacher. Having a student teacher can provide as much self-satisfaction and learning as any other teaching responsibility. Now you will have someone to share your ideas, knowledge, problems and experience.

This section indicates ways in which supervising teachers may work to guide student teachers through the first two or three weeks of student teaching. The early problems of "What should I do?" - "How should he start?" and others will hopefully be resolved in the following suggestions of supervising teachers and coordinators.

GETTING READY

Personal information

What is Your Student Teacher Like?--An advance picture of your student teacher is provided by his personal information form which is provided to you when you accept the student teacher. Read this carefully for his personal and educational background, experiences with young people, and special interests and strengths. Use this information to begin planning how his background and experiences can be used to advantage in your classroom.

If the coordinator has gained additional information about your student teacher from interviews or information from MSU faculty members he will provide this.

Student preparation

Preparing Your Class--Having a student teacher may require some adjustment for your pupils so it is important for them to have a chance to get used to the idea.

Your attitude is important as you introduce the idea of a student teacher to your pupils. Assume a positive, enthusiastic attitude so that they will be ready to accept your student teacher. There is no set formula for preparing your pupils but the factors of pupil age, whether or not this is their first experience in having student teachers, and what yourclass is like need to be considered.

Material needed

Planning ahead for materials and resources-- Plan now for the things your student teacher will need to prepare himself between his orientation visit and when he arrives to begin student teaching. Arrange to have ready a teacher's handbook or administrative manual, student handbook, a list of audiovisual aids, an extra set of textbooks, and copies of curriculum guides. A class list of students, a class schedule (or daily schedule), and an overall plan of what you teach are also helpful.

THE ORIENTATION DAY VISIT

Orientation day

All student teachers must visit their assignment during the term preceeding student teaching. The schedule for the orientation day will vary according to the school system. Your principal will report to you the schedule for the visitation and when your student teacher will arrive in your classroom. An opportunity to meet your student teacher informally before he enters the classroom (e.g., for lunch) will help you and your student teacher to get acquainted.

Introductions

Introducing your student teacher to the class--"Lower elementary: Introduce as another teacher who has come 'to help us for several weeks'."

Upper elementary: similar to above, only be ready to answer questions as to why a university feels that it is important for a new teacher to BEGIN TEACHING in the classroom of an experienced teacher.

Junior high: introduce as a 'student teacher'; avoid references to 'practice' teaching, or 'seeing if he is going to like being a teacher'--occasionally junior high youngsters then feel obliged to help the newcomer escape the folly of liking to be a teacher!

Senior high: Introduce as a 'student teacher'; occasionally senior high students are properly impressed by references to the student teacher as a college senior and as a person beginning on a professional career.

At any level: when in doubt, DON'T expect the student teacher to make a speech to the class the first day. It is a bit awkward to welcome oneself, and some student teachers do not like to be 'put on the spot' so early in the game." (1)

Orientation day information

Student teacher orientation during the visit-- Some items to include are:

Daily, or class, schedule of subjects taught
Class size, number of boys and girls, and any special problems
Ability levels
Textbooks used
An overview of the curriculum to be covered during the student teaching period and what units the student teacher will teach,
Give your student teacher the materials prepared for him (see later pages on "Planning Ahead tor Materials and Resources").
Be sure to specify the things the student teacher should do before student teaching starts (e.g. study textbooks, read teachers' handbook, and begin gathering materials and making unit plans). Many student teachers also supply the student teacher with a written statement of "expectations" outlining the work and activities expected during the term.
Exchange addresses and telephone numbers for further communication
Include information on what you are like (e.g. teaching experience, educational background and philosophy, travel, family, hobbies, and areas of special interest).

The stage is now set for your student teacher. The next part of this chapter deals with guiding his beginning steps in teaching.

WHEN THE STUDENT TEACHER ARRIVES FOR THE TERM

Introduction and address

Building an atmosphere for success--"Friendliness--the simplegestures of friendliness on the part of the supervising teacher can make the student teacher feel welcome and secure. Friendly introductions to other faculty members, the custodian, and parents, as opportunities arise are in order." (2) The manner in which you address your student teacher will be a personal decision agreed upon at the beginning of the term. You should give your permission if a first name basis is desired. The proper address must always be used in the presence of students.

Find out what your student teacher is like as a person. Discuss things other than school and teaching with him. What are his interests? Where does he live? Does he know what there is to see and do in your town? "Some supervising teachers find it convenient to invite student teachers to community activities outside the school, but this is not ordinarily expected of the supervising teacher." (3)

Personal Relationship

Treat your student as a co-worker, not a subordinate. Show the pupils you consider him a fellow teacher by including him your discussions and planning with students. It is important that he feel it is his class too and that he shares in the responsibility for it.

A guideline for how friendly a supervising teacher-student teacher relation ship should be is an analogy to the relationship of the regular teacher to his department head: Don't get so close to your student teacher that you can't tell him what he needs to be told, regardless of what it is.

Thoughtfulness--Student teachers need to face squarely the trials and tribulations of teaching, but they should be inducted to the more difficult aspects of teaching with due consideration for the adjustment the student teacher must make to this new way of life. Supervising teachers should avoid giving all test marking and other paperwork to the student teacher. These normal responsibilities of teaching should be shared on a mutually acceptable basis.

Personal work area

A place to hang your hat -Often the little things (which are so easily overlooked) matter most in student teaching. The physical arrangement of the classroom is important. We suggest that you try to arrange a small work center near your own--a study table near the teacher's desk will suffice, although another medium-sized desk might be better yet. The important thing is to have a 'home base' that the student teacher can call his own. If your student teacher is a young lady, a drawer enclosed shelf should be provided for storage of her purse. During topcoat weather, the student teacher will need a place to hang his coat and hat.

There is a sound psychological reason for the suggestion that the student teacher's work space be near yours. A large part of the success of the student teacher's work will depend upon his being accepted as a teacher by your students. The closer his classroom manner and presence are to yours the more nearly the teacher identity is established for him.

Again from the psychological point of view, the student teacher needs to identify himself with your room. He needs to gain a 'we-and-ours' feeling. He needs to feel responsible for the ventilation, lighting, and neatness of 'his' room. The host-guest relationship will persist at first, and since there are many desirable advantages in starting out with that relationship, we do not discourage it. However, before many days go by, this relationship should slip into the past as the student teacher comes to feel that he is a functioning part--an important part, if you please--of the classroom situation." (4)

LEARNING ABOUT PUPILS

Two principal tasks for the early student teaching period are for the student teacher to get to know the pupils; and for the pupils to accept the student teacher as an individual and a teacher. The following sections contain suggestions to accomplish these tasks.

Some approaches to use are:

Getting to know students

The student teacher should continue work in learning pupils' names--provide him with a current seating chart and have him take attendance.

Ask pupils to write an autobiography (upper elementary).

Correct students' work.
Have the student teacher make and analyze a sociogram
Discuss pupil's individual problems--be careful not to condition him to your discipline problems.

Direct your student teacher to go through your pupils' records--caution him these are confidential--follow up on what he learned through discussion in a conference.

Direct the student teacher to observe pupils and have him write an evaluation of three or four that particularly interest him.

LEARNING SCHOOL POLICIES AND PROCEDURES

School and community standards

Review with your student teacher the materials on school policies and procedures given to him at the visitation. Be sure to include the unwritten, as well as the written policies.

Some of the detailed classroom prodedures are best learned through observation--others he needs to know from the start.

Emphasize that housekeeping is a part of teaching and make clear the responsibilities you expect your student teacher to assume.

What's the community like?--Continue your orientation from the visitation. Show your student teacher the relationship of the community to the classroom. A trip through the neighborhood will provide a background for the general environment of the students. Also include community expectations.

Resources and materials--Direct your student teacher to learn what resources are available to him. Some ways you can do this are:

Explain your system of filing and have him go through your files. Point out the other resources in your classroom.

Show your student teacher the location of visual aids and other resources available outside the classroom. Provide him with a catalogue of available resources. Be sure he knows the procedures for reserving and using these---also his responsibility to return them.

Explain to your student teacher community resources available for use in, and outside, the classroom (e.g., resource persons, museums, zoos, libraries, and local industry.) If money is available for rental of films, field trips, or other suitable learning experiences, inform him and guide his use of these.

OBSERVATION

Of you and other teachers--The focus of observation should be on "learning to teach." Provide an observation form for your student teacher (see Handbook for Student Teachers, Chapter 4, pp. 24-25) to help him know what to focus on. Take time to discuss his observations with him during a conference.

Types of observation

Observation can be a valuable experience but to do nothing but observe for extended periods of time dulls the experience and may be a waste of time.

"The primary purpose in having the student teacher visit other situations is that such experiences help him better understand the students at the level or subject he is teaching. He gains a broader perspective and a deeper insight into your students by knowing more about what students are like in other levels or subjects. The special purposes for elementary student teachers include the necessary acquaintance a teacher of lower elementary must have of the upper elementary, and vice versa. The special purposes for secondary student teachers include the needed acquaintance with other subjects and levels within his certification field.

Another kind of visiting that secondary student teachers have found very helpful is to take a full day to follow a typical schedule of a student in a particular grade. It is ordinarily a simple matter for supervising teachers and principals to assist student teachers in clearing such arrangements informally with the other teachers and schools involved." (5)

GETTING YOUR STUDENT TEACHER STARTED IN TEACHING

First teaching experience

Student teachers vary greatly in their readiness to teach. Despite similar preparation in college, there are wide differences in their experiences in working with children and other background factors. Use all the information you have about your student teacher in planning how he should start. Discuss with him how he feels about beginning activities.

Remember, it is important for your student teacher to succeed in his first experience in front of the class. Success experiences are the building blocks of student teaching.

Beginning activities--The student teacher who is started most successfully in teaching is the one who does not realize when he started. Begin with one class or one activity, then gradually add more. Get him to work as soon as possible. Examples of beginning activities for student teachers are:

Work with individual pupils
Work with small groups
Teach part of a lesson
Team teach with the supervising teacher
Participate in homeroom or club activities
Take part in class discussions and planning
Give a demonstration
Present a short current events report
Help with a class project
Help with opening activities (elementary)
Help with playground supervising (elementary)
Read a story to the class (elementary)
Help put on wraps (elementary)

Adding more responsibility--Give your student teacher more responsibility as his teaching effectiveness increases. He should be challenged but not swamped. Evaluate his teaching on a continuous, co-operative basis to insure that he knows the areas where he needs to work. (Refer to Chapters 8 and 9.)

Discipline--Class control is a problem area for many student teachers. Impress him with the necessity of establishing good class control the first day. Help him to anticipate and prepare for possible sources of confusion and other problems. (Refer to Chapter 7 on discipline.)

Planning

An overall plan is important--Soon after your student teacher begins, take time to develop co-operatively with him an overall plan for the period he will be student teaching. This necessitates that he gain practical experience in teaching, observe other teachers, and participate in various school and community activities. Any professional activity of a teacher is a legitimate experience for a student teacher but care should be taken to insure a balance in the activities assigned.

Daily and unit plans--Start your student teacher now on preparing plans for the units he will teach and inform him when you want lesson plans from him. The student teacher is expected to make out both daily and long-range lesson plans; both should be checked, corrected, and approved by you before he teacher; your help is important here.

Beginning plans should be detailed, but should be reduced in detail as experience proves desirable. You are in the best position to determine the extent of on-paper lesson planning needed by your student teacher. Do not permit him to teach until you know what (subject matter) and how (procedures) he plans to teach. (Refer to Chapter 6 on planning.)

MAINTAINING GROWTH IN STUDENT TEACHING

Use good principles of teaching in guiding your student teacher. The three-step process of giving responsibility, letting the student teacher teach on his own, and observing him, and evaluating with him to improve his teaching. This should be a continuous process.

Teacher's
role in
training
a student
teacher

Be in the classroom to observe his teaching. This is an important way to help him. Be there at least 50 per cent of the time your student teacher is teaching. (more in the beginning). Be out of the classroom, at least 20 per cent of the time your student teacher is teaching.

If your student teacher does experience failure, have a conference to evaluate why as soon as possible. Work to develop his ability for self-evaluation. Then encourage him to try again. Point out that not all teaching will be successful. Past successes will help him to accept failure and have confidence to try again.

Encourage originality-- Your teaching is important as a model, especially at first, but in the final analysis, your student teacher's teaching must be his own. There are several ways you can build his image as a teacher in his own right:

Communicate to both the student teacher and the pupils that the student teacher makes the decisions when he is teaching. Don't be too quick to make corrections except in rare instances where the situation clearly demands that you take over for the good of the pupils. Show faith and confidence in your student teacher and wait until the end of the class or day.

Encourage him to teach in his own way--in the individual style that is best for him. What works for you may fail for him. With the responsibility of student teaching comes the right to make mistakes. Accept him for what he is, with his problems and shortcomings. He needs to feel he is free to admit he did not know or that he was wrong.

Accept his suggestions and ideas where they can be used within the operating structure of your classroom. Student teaching is a time for student teachers to experiment and use their ideas. This is an opportunity for you to share in their learning. Having a student teacher trying new methods and techniques requires a free and secure supervising teacher.

IT'S A TEAM EFFORT

The MSU coordinator and the resources of MSU are available to help at any time. You and the coordinator work as a team to help your student teacher become the best teacher possible. Both teamwork and understanding are necessary.

Please feel free to air your problems with the coordinator and ask about things you do not know or understand. Suggest to the coordinator ways he can help you.

Supervising teacher seminars will be another opportunity to share problems and successes with the coordinator and fellow supervising teachers.

"Well begun is half done"--thank you for your help.

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2. _Ibid_, 9.
3. _Ibid_, 9.
4. _Ibid_, 12-13.
5. _Ibid_, 19.

CHAPTER 4

FROM DEPENDENCE TO INDEPENDENCE

INTRODUCTION

For most student teachers, the laboratory experience is a time of rapid growth and often rather dramatic change. The typical student teacher reaches a point during this experience when his whole approach seems to change. In the simplest terms, the transformation is from the role of helpful assistant to that of independent professional. No matter how personable, dependable, and willing he may otherwise prove to be, the student who fails to make this transition has not really attained the goals set for student teaching. (1)

Independent professional action the goal

The single most important component in this change is undoubtedly the ability and initiative of the individual student teacher. Since students are so very different, the exact time of the expected change in role will depend to a large extent on the pattern of capabilities of each student. However, there are many ways in which the supervising teacher can encourage the development of competencies basic to independent professional performance.

Suggestions to supervisors

ENCOURAGE THE STUDENT TEACHER TO TAKE INCREASING RESPONSIBILITY

The supervising teacher is in a key position to resolve any questions in the mind of the student teacher concerning his ultimate role. You should resolve the question in the student teacher's mind concerning agressiveness versus initiative. Both the occasional "know-it-all" and the unusually shy, retiring sort of student teacher will need special handling. However, even the usual student teacher sometimes feels that to volunteer assistance or to ask to assume more responsibility may be too forward while at the same time the supervising teacher is wondering why the student teacher seems unwilling to work. It will help if the supervising teacher will open discussion on increasing the student teacher's work load. Encourage all student teachers, but especially the shy, retiring one to contribute by expressing his ideas on planning, procedures, content, and possibilities for multi-media enrichment. Urge him to assist often and actively while you direct instruction and to indicate

Help student teacher know his role

to you when he feels able to assume greater responsibility.

Involvement

When you are about to begin a new unit of teaching, you could request from your student teacher ideas about extra books, literature, films or whatever he might have to offer. If in a secondary subject field, he will probably feel most comfortable beginning to help in his major area of study. Let him secure printed material, maps, magazines, newspapers, and other advertising material. While you should encourage him to use as much initiative as possible to contribute material, he will likely need help to make the best use of your school system's resources. If he appears to be ready you might even designate a bulletin board for him to prepare. If possible, allow him to learn the audio-visual ordering procedure in your school system. Have him make a trial plan for a new subject or class as an indication of his readiness to assume additional responsibility.

LET THE STUDENT TEACHER ASSUME INCREASING RESPONSIBILITY

Plan a thorough experience

As the term progresses gradually shift your role from team leader to contributing member and finally to the supporting role of team helper originally filled by the student teacher. Starting with single lessons and short periods of time, gradually turn over more of the responsibility for planning and implementing teaching tasks to the student. Expect that he plan thoroughly for all lessons and that he share the plans with you. Make it clear that he is expected ultimately to demonstrate his ability to assume full responsibility for any of the teaching tasks required in the particular assignment. Regular conferences are an essential means of providing continuous feedback on all phases of the experience.

SUPPORT THE STUDENT IN HIS ROLE AS A TEACHER

Orderly transfer of authority

As the student teacher becomes more involved in the student teaching experience, begin to turn your pupils to him as the main authority in the classroom. Refer questions from the students to him, refer discipline questions to him, allow him to assign marks on work the students do, and have him prepare tests and assign the final grades. You cannot escape final responsibility for the classroom and for the welfare and education of your pupils. However, the student teacher should be allowed as much autonomy as possible within any operating framework that you establish.

Establishing the assignment as a team venture and holding regular conferences should provide adequate feed-back to the student teacher. Rarely should it be necessary to correct the student teacher before the class and when such incidents occur, they often hinder the basic goal of an orderly transfer of authority.

ENCOURAGE FULL FACULTY PARTICIPATION

In-depth professional involvement

Take the attitude that your student teacher should become a full, participating member of the faculty. Continue introductions to any staff member he may not have met. Insist that he read all notices from the office. Impress on him the importance of punctuality in turning in reports, lists, and announcements. Plan that your student teacher attend all faculty meetings. Involve your colleagues by making arrangements for the student teacher to attend professional meetings with them on occasion. After obtaining parental consent, ask that he be present at selected parent conferences, even if it is only as an observer. Suggest that he become involved in extracurricular activities. Look for opportunities to involve him in the full gamut of professional activity.

Use of cumulative records

School records should be utilized by the student teacher during his term with you, especially as he becomes acquainted with his pupils and wants to analyze problems and provide for individualized instruction. Show him the procedures outlined by the counseling offices. Intelligent and professional use of student records is an integral part of effective teaching and the student teacher must receive instruction in their use.

HELP THE STUDENT TEACHER ANALYZE HIS USE OF TIME

Managing the work load

As he becomes deeply involved in his teaching assignment, it is likely that the student teacher may feel overwhelmed by the demands on his time. He may need help in analyzing his use of time. When you become satisfied with your student teacher's work and progress, it is recommended that you aid him in learning how to cut time on the many demands of a beginning teacher. His plans may become less detailed if you feel his progress warrants it. Be specific on what you believe can be left out. Can he make full use of spontaneous ideas from pupils? Often times some of the best teaching happens in this way.

Short cuts

Give him the short cuts you have learned in correcting pupil work. Teach him how to allow pupils to check their own work, but be sure to make the point of self-instruction. Teach him the tricks you have acquired from experience about exchanging papers by rows, across the aisle, front to back, etc. Or the student teacher can spot check some sets of papers, attempting to get to different rows or individuals on succeeding days. Pupil helpers may check some kinds of work in elementary grades. However, the student teacher should learn that he must check tests and important work himself carefully and enough other work to be able to evaluate the level of understandings and skills reached by his pupils and the efficiency of his own teaching. From analyzing pupil work good teachers continuously improve their own teaching.

In secondary classes use students to aid in visual presentations, as projector operators, chalkboard workers, etc. Have students return papers, collect papers, take roll, run the errands to the office, library, and other places. Each supervising teacher could certainly add to this section and he is encouraged to do so.

The student teacher who studies where he may save his time to use it elsewhere to better advantage is acquiring insight and independence.

PROVIDE THE STUDENT TEACHER WITH A MODEL FOR SELF- DIRECTION

Planned professional growth

It is important that the student teacher become a self-directed professional. The hierarchy of competencies listed by L. O. Andrews at a recent conference provides one model or set of developmental goals for the clinical experience: (2)

8. Demonstrated professional competence (consolidated professional skill and assured professional self-confidence)

7. Professional decision making (action based on principles, values, and thoughtful analysis)

6. Insight, judgment (developing professional perception, intuition)

5. Professional understanding (Dewey's laboratory function)

4. Skill in directing learning (cookbook perfection)

3. Meeting the challenge of reality (keeping school)

2. Association with a superior teacher (imitation)

1. Evaluation (judgment day - for certification)

The student teacher will probably arrive at level 3 or 4 with each subject or class he takes on before asking for more responsibility. It is likely that he will reach levels 7, 6, and 5 on some occasions in his teaching if he plans and evaluates thoughtfully. But it is surely too much to expect a student teacher to sustain teaching at levels 7 and 8; good, experienced teachers struggle to maintain such excellence. However, it may help a student teacher to establish higher goals for which to strive. If he will write at least two or three specific evaluations per week of teaching that went well and teaching that went poorly, develop hypotheses about the reasons for success or failure, and describe possible alternatives, he may develop the habit of continuous self-evaluation so vital to in-service professional growth.

Transfer in leadership role

At this stage of development, cut back sharply on advance help and suggestions. Let the student teacher develop his own plans for some substantial period of time. Tell him he has full responsibility, but continue to expect him to inform you of his plans. Let him go; see if he is flexible enough to modify his plans. Encourage him to try his own ideas and to develop his own instructional style. You may want to leave the room for more extended periods at this time. It is at this stage that teaching really becomes alive to the student.

USE SOME RELEASED TIME FOR PROFESSIONAL INVOLVEMENT

Supervising teacher extras

Time does not need to hang heavy on the supervising teacher at this point. An extra teacher in the classroom should allow for more individualized instruction and is one of the important benefits pupils receive from having a student teacher. However, some released time might be invested in any of the activities suggested below providing they do not conflict with school district policy and have the approval of the building principal:

1. Visit some other class in your own building.
2. Visit some other school, along with other supervising teachers from your building or system.
3. Visit Michigan State University; use your library card at MSU; visit the instructional materials center in the College of Education. Your university coordinator will be happy to assist in making arrangements.
4. Visit areas of your own school system such as the computer center, instructional materials center, professional library, and other resource facilities.
5. On request, help in your office to learn somthing about administration.
6. Make a study, write an article, or develop new instructional materials that you might use after your student teacher leaves.
7. Visit other supervising teachers and share ideas on supervision.

8. Visit the MSU library in the local center.
9. Visit student teachers you may have had in the past.

You should probably not leave your student teacher for more than a day at a time even when he is taking full responsibility. Many supervising teachers do their best work with student teachers after this period of the experience. Now that he knows how teaching and learning are related you can help sharpen his perceptions. In your observations, make notes of those things he does especially well, and challenge him to find ways of doing better those things still needing growth. Tell him and show him how the little things make the difference between a "good" teacher and a "mediocre" teacher.

HELP THE STUDENT TEACHER TO INTEGRATE PRACTICE WITH RESEARCH AND THEORY

Theory behind methodology

After your student teacher has demonstrated some independence, enter into serious discussions with him regarding theories of learning, child development, and research. Here is where two professional people can analyze specific situations and apply proper pedagogy so that learning is enhanced and not hindered.

Demonstration lessons

If you have some lessons that you teach especially well, you might demonstrate these for your student teacher at this stage of student teaching. Then discuss them immediately afterwards. You might also arrange for demonstration lessons by other outstanding teachers and follow them with professional discussion making sure to include your student teacher who should now be a contributing member of the group.

HELP THE STUDENT TEACHER UNDERSTAND ARTICULATION

Developing perspective

Before your student teacher leaves, explain your current educational program for the full year. Show him how other areas of learning fit into your instruction. Show the unity between elementary and secondary education. Show how one subject, English, for example, can support another such as history. Give him any printed matter concerning resources, methods, materials, and plans for curriculum organization, and encourage him to start his own files, collections, and resource units.

IN SUMMARY

It can be said that the truly self-directed teacher is one who (a) knows what assistance and resources he can use, (b) selects with insight the most effective combination of resources for a particular teaching episode, and (c) utilizes the resources effectively to produce an environment that promotes learning in all the students for which he is responsible.

There is a vast difference between a supporting and leadership role in teaching. Though an effective leader is ordinarily an excellent follower and knows well how to play a productive secondary role when necessary, a successful follower may not be a good leader. Few would dispute the claim that the professional teacher must be a skillful leader. Consequently, one reliable indicator of the development of your student teacher during the latter part of the assignment is his ability to assume the leadership role.

Leadership ability relies on many knowledges and skills. It is intellectual understanding of human nature, sympathetic interest in the needs and problems of other, and behavioral skills in working with others, including the ability to initiate action and to draw out the maximum potential of the individual members of a group. Intellectual knowledge is not enough; sympathy for others is not enough; skill in getting along with others is not enough; the student teacher "with a difference" shows the potential for creative leadership.

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2. Andrews, L. O. "Theory Underlying Proposed State and Federal Support to Promote High Quality Student Teaching." Speech at AST-AACTE Convention, Chicago, February 12, 1966.

CHAPTER 5

OBSERVING THE TEACHING PROCESS

Student teachers receptive to help

Characteristically, a student teacher comes to you, the supervising teacher, with high hopes and anticipations, tinged with a few doubts and misgivings as he wonders whether he will be able to measure up to what others expect from him. Rather generally he is eager to succeed and he is willing to give generously of his time to insure a good performance. Normally, you can expect that he will be highly receptive to suggestions and he will look to you for help and guidance. You will provide a vital element in his future growth in teaching.

observation essential

Regular and systematic observation is essential if you are going to be able to help your student teacher realize his maximum potential as a teacher. Occasionally, your student teacher may suggest that he would prefer to be left alone to work out his own problems. While it seems reasonable to give the student teacher an opportunity to test his ability to teach when you are out of the classroom, he should not wish to have you away because he feels that your presence poses a threat to him.

Supervising teacher is supportive

As he views his relationship to you in the initial stages, it is probably normal for your student teacher to have some concern about your estimate of his work and his potential as a teacher. After all, he recognizes, no doubt, that your report of his performance will be carefully examined by prospective employers and that your recommendation could vitally influence his initial employment. On the other hand, he must be helped to realize early in the term that you are on his side, that you stand ready to assist him, and that you gain the same satisfaction from his accomplishments that you receive when your regular students achieve and develop under your guidance.

When to observe

When the student teacher has ceased to think of himself primarily as a college student, when he begins to regard himself as one who is growing into the profession of teaching by sharing his successes and concerns with a fellow professional worker, when he realizes that he can make a positive contribution to the learning of others while learning himself, the time has arrived for you to give him maximum help as his supervising teacher. At this stage your student teacher is ready for your guidance and assistance and he will be pleased to have you observe him teach.

Student teaching a cooperative effort

Only when the student teacher comes to recognize that he and you are co-workers in the important and exciting task of guiding others to learn will you be able to help him acquire any more than minimum competence as a teacher. He must consider that you and he are members of a professional team with common goals. As he grows in student teaching he must understand that he can make his own unique contributions to your teaching program. He must also recognize that you are willing to share your methods and techniques as well as provide him an opportunity to help in finding solutions to some of the perplexing professional problems which confront all teachers.

Acquaint student teachers with teacher role

Perhaps, one of the most effective approaches to prepare student teachers to be observed is to help them know what to look for when observing good teaching by others. Student teachers may hold a rather distorted image of a teacher. Too often they seem to visualize a teacher as a person standing in front of a classroom with the students seated quietly before him. To uninitiated student teachers, the instructor could be regarded primarily as a conveyer of knowledge so it becomes difficult for some of them to grasp that students may be participants in as well as recipients of learning. If student teachers are not given help on knowing what to look for when observing other teachers, they may find themselves becoming absorbed in what is being taught without recognizing what the teacher is doing or guiding his students to do to make the classroom a good learning situation.

Emphasize teaching methods and techniques

Typically, when student teachers first report to the student teaching center, they don't seem to be aware of the importance of teaching methodology in helping students learn effectively. Frequently, they are concerned whether they know enough subject matter to teach but they rarely express concern about their lack of teaching skills. Experienced teachers, of course, recognize that knowing how to teach as well as knowing what to teach are both important. When your student teacher is aware of effective teaching techniques which are used by others, he will not only do a better job of planning his teaching but also he will recognize teaching techniques which he can demonstrate and have evaluated co-operatively while you observe and critique his teaching in your classroom.

You should tell your student teacher that you will frequently make written comments while you observe him teach. The frequency of written observations will vary, but a minimum should be one activity daily at the elementary level, and one class each day at the secondary level. You can explain that you will use these comments to recall situations which you wish to discuss with him. It may allay any possible anxiety if you show him your written observations after you have completed the follow-up evaluative conference. You may want to make your written observations in duplicate and give your student teacher a copy, but be sure to give him what you have written, and explain it.

Make and share written observations

Many guides are available for observing student teachers, and depending on the situation, they can be helpful to the observers as well as the one who is observed. The Teaching Profile on the last two pages of this chapter is a useful aid for becoming aware of behaviors that characterize good teaching. This profile was developed from a study of teaching behavior conducted in over twenty-five Michigan school districts by the Learning Systems Institute of Michigan State University. Through the use of an instrument, the focused observation (1), hundreds of teacher decisions have been recorded and evaluated in a clinical manual. The descriptions of good teaching behaviors provided in the manual served as the basis for the teaching profile that is reproduced in this section.

Teaching profile based on teaching behavior

Most observers are immediately handicapped by the lack of reliable media upon which to base a consistent analysis of a teaching performance. The observation tends to be quite unstructured and comments usually stem from the belief of the observer on just how he thinks the class should have been taught. If the teacher makes decisions that are in accord with those of the observer, the judgment about the teacher tends to be positive. If the teacher makes decisions that are different from those of the observer, who actually functions as a vicarious teacher seated in the back of the room, the judgment about the teacher tends to be negative.

Observations often quite unstructured

This procedure is not entirely faulty as supervising teachers charged with the responsibility of observing and analyzing teacher performance should be representative of sound decision-making in teaching. They have already demonstrated this competence as a classroom teacher, and in addition, their understanding of the community or institutions which they serve provides a breadth of perception unavailable to the student teacher.

Observers may vary in perceptions

However, individual supervising teachers may vary greatly in their perception of just what is occurring in a given classroom. One person may place a high priority on one area, such as building self-image of individual children, while another will have a greater concern for the manner in which a teacher uses instructional materials. The ranking of priority by the observer tends to bias the observer in favor of, or in opposition to, the overall instructional sequence which is occurring. A concern such as this has a weighted influence upon the dialogue that follows when an analysis is made of a teaching performance.

Observation guides may be confusing

Possibly one of the greatest shortcomings of observation guides, such as the Teaching Profile, is a tendency to use them somewhat routinely without sufficient efforts to focus them upon the particular needs of the student teacher. It may be, too, that these guides include so many facets that they become confusing to the student teacher and as a consequence don't prove particularly useful in helping the student teacher appraise his progress.

Focus on essential teaching behaviors

Instead of drawing attention to all the elements of good teaching at first, it seems best to ask your student teacher to prepare a list of behaviors which it would be reasonable to expect in all teaching, including his own. This list, then, could become a center of focus while he prepares his teaching plans, while you observe his teaching, and while you help him make an appraisal of his teaching performance.

As an example, while referring to the Teaching Profile, you and your student teacher might agree that the following behaviors, among others, should characterize his teaching:

(1) the teacher introduces material at a level familiar to students;
(2) the teacher encourages active participation by the pupils; and
(3) the teacher uses visual aids to stimulate interest.

For a particular teaching assignment, your student teacher can concentrate his attention on these teaching behaviors as he plans and carries out his teaching performance while you, in turn, can reinforce his efforts by helping him evaluate his effectiveness in using these behaviors.

Challenge to successively higher levels

As he acquires proficiency in the minimal behaviors that are expected of all teachers, he should be encouraged to try out successively higher levels of teaching behaviors. Unless they are continuously challenged, student teachers may reach a plateau in their performance part way through their student teaching experience. They may have demonstrated, for instance, that they can relate sufficiently to students, that they can carry on acceptable classroom management, and that they can plan adequately. In other words, they have developed enough teaching skills that they should be able to teach satisfactorily in any normal situation where they might be employed.

When this stage of development seems to have occurred, the student teacher stands on the threshold of an opportunity to make his maximum growth and contribution in student teaching. Now is the time to really challenge him to think and plan imaginatively and creatively. Without such a challenge he could continue on a level of performance expected of an average teacher. With this he might become a good or an outstanding teacher.

Many observation forms

One of the chief ways in which you can challenge him toward such growth is through astute observation on your part. There are many kinds of observation forms which you may use to help yourself and your student teacher. Develop one or more for your own classroom and also ask the coordinator to share with you various observation forms and techniques with which he is familiar.

A TEACHING PROFILE (2)

I. Planning

______ The teacher prepares plans that are clear
______ The teacher has pupils participate in planning
______ Pupils and teacher establish common goals
______ The teacher considers student's needs and desires
______ The teacher is flexible in carrying out plans

_____ The teacher plans for positive behavioral outlets for pupils
_____ Other

II. Selecting and Utilizing Materials

_____ The teacher uses visual aids to stimulate interest
_____ The teacher uses visual aids to clarify meanings
_____ The teacher uses visual aids to gain pupil attention
_____ Other

III. Motivation

_____The teacher is cheerful and enthusiastic
_____The teacher responds overtly to pupils' contributions
_____The teacher excites learners by use of pupils' past experiences and knowledge
_____The teacher introduces material at a level familiar to pupils
_____ The teacher provides leadership responsibility for pupils
_____ The teacher provides opportunity for pupil participation in discussing lessons.
_____ Other

IV. Giving Directions

_____The teacher directions are concise and clear
_____The teacher procedures are carried out in a basically consistent manner
_____Needed clarification is provided by the teacher
_____Visual presentations are utilized in giving directions as required by the teacher
_____The teacher defines instructional goals
_____Other

V. Helping Learners Find Meaning

_____Concept development moves from simple to complex by the teacher
_____Materials presented are made meaningful to students the teacher
_____A multi-dimensional approach to concepts is used by the teacher

______New information is related to past learnings by the teacher
______Concrete examples, or illustrations, are used by the teacher
______Active participation by the pupils is encouraged by the teacher
______Other

VI. Developing a Secure Classroom Environment

______All pupils experience success in a given lesson by the teacher
______Time is provided for pupil adjustment to a new media by the teacher
______Pupil errors are accepted by the teacher in new learnings
______The teacher is calm in tense situations
______The teacher is considerate of the feelings of pupils
______The teacher is accepting of pupils as unique individuals
______Pupil embarassment is avoided by action of the teacher
______Other

VII. Providing for Individual Differences

______The teacher provides individual assistance to all pupils
______The teacher eleiminates potential distractions to the pupils
______The teacher encourages individuality in the pupils
______Other

VIII. Behavior Control (Discipline)

______The teacher circulates among pupils
______The teacher uses varied positive techniques to encourage pupils
______The teacher reinforces good behavior with appropriate praise
______The teacher varies the pace and nature of activities
______The teacher discourages excessive noise
______The teacher assists pupils in understanding reasons for rules
______Other

IX. Evaluating

_____The teacher uses a variety of evaluation techniques
_____The teacher encourages pupil self-evaluation
_____The teacher assists pupils in recognition of individual progress
_____The teacher rewards pupil effort and achievement
_____Other

X. Classroom Management

_____The teacher considers the physical comfort of learners
_____The teacher encourages habits of safety
_____Other

2

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1. The Focused Observation, Paper of the Institute #1, Learning Systems Institute, Michigan State University, 1966.

2. Schmatz, Robert R., A Teaching Profile, Adapted from the Clinic & School Manual, Publication of the Learning Systems Institute, Michigan State University, 1966.

CHAPTER 6

HELPING YOUR STUDENT TEACHER PLAN

In developing teaching plans, the student teacher will need to consider and be able to exercise skills in several areas. For clarification, and as an example, these areas are stated here as objectives for a teaching plan. These objectives will be stated in such a way that they represent what the student teacher is expected to do. The general areas of concern are: selection of content, behavioral objectives, teaching methods, teaching materials, and evaluation of learning.

Written plans

Successful teaching is based on successful planning, the importance of which is not in the format but in the plans themselves. Planning must always precede teaching and, therefore, no student teacher should be permitted to teach without first having specific written plans approved by the supervising teacher, except under circumstances beyond the control of the student teacher. If circumstances require "off-the-cuff" teaching it is more desirable for the supervising teacher to do it instead of the student teacher.

Cooperation and freedom of choice

Co-operative planning needed. The supervising teacher who fully involves his student teacher in his plans, and who exhibits an active interest in the student's plans, provides a model for co-operative planning that may well carry over to the student's own classroom. It should be the purpose of the supervising teacher to provide guidance and support without undue curtailment of the student's freedom to choose his own route to his own goals.

Alternatives Needed

Flexibility in Planning. Planning for flexibility in teaching is undoubtedly aided by the supervising teacher who calls attention to the classroom situations which either call for a departure from prepared plans or for the implementation of an alternative procedure included in the plans. The usual necessity of preparing plans to be used by a substitute teacher in the event of the regular teacher's illness applies as well to the student teacher. The supervising teacher may very well be the "substitute" for the student teacher and should be sure to acquaint the student teacher with the policy of the particular school district.

Use a form
for planning

Form of planning. Although there can be no absolute form for all classes and all grade levels, and different teachers and different coordinators will conceive varying forms of a lesson plan most suitable for teaching and learning, some common basis is necessary for a beginning. Therefore, the supervising teacher and the student teacher are asked to study most carefully Chapter 7, "Planning for Teaching," on pages 43-64 of the HANDBOOK FOR STUDENT TEACHERS, edited by Hugo David. Here is a sound foundation on which to build.

Special
area
planning

Special subject matter areas such as speech correction, instrumental and vocal music, and special education will need to make adaptations for the individualized nature of much of their work. Both the supervising teacher and the coordinator can be of help in offering suggestions that will enable the student teacher to achieve the maximum of thinking (planning) and a minimum of writing for these special cases.

SELECTION OF CONTENT

Organize
content

Select from the curricular guide and available references the concepts, skills, and attitudes which he intends to teach and be able to justify the choices. The student teacher will be helped if materials such as curriculum guides, textbooks, and common references used by the supervising teacher are made available. No doubt assistance will be needed in how to use these materials as it is important that the student teacher identify the concepts, skills, etc. which should be taught. Developing some kind of logical analysis for the information selected will be difficult for the student teacher. The supervising teacher can provide help by discussing points the student teacher selects as major concepts, generalizations, skills or attitudes and making certain that these are seen in the context of the subject as a whole.

Identify
students'
needs

The student teacher will find that exploring with some of his pupils what he has identified to teach will help provide a realistic basis for refining the subject content. Scheduling pupil conferences and small groups of pupils for meetings outside the regular class to work with them informally enables the student teacher to identify his pupils' thoughts and experiences. At the same time, pupils' out-of-school activities may be discovered and can be brought into the class at appropriate times.

Separate content and activities

The student teacher will probably be better off to keep the content part of his plan in a brief outline form and separate it from the precedural activities of the plan. All too often the content is used as a basis for talking or lecturing from if incorporated in the teaching activities.

BEHAVIORAL OBJECTIVES

Write specific objectives

Formulate, in writing, teaching objectives stated in behavioral terms which include subject matter, skills, and values. The idea of writing teaching objectives in behavioral terms is widely stated but little practiced. The objectives stated in this section represent an attempt to do this very thing and may, therefore, be used as examples. If the student teacher disciplines himself to write the kind of objective which requires the student to perform either a product or mental behavior, the other steps in planning will be much easier and more meaningful. These objectives are needed for all types of plans especially long-term and unit planning.

Multi-objectives needed

Behavioral objectives will include the kinds of intellectual skills required, the setting in which the behavior will be exhibited, the time period or level of competency required, and the information being taught. Some concern for incorporating basic motivational principles oriented to the fullest development of one's self-concept and positive concept regarding the subject(s) being studied are vital to the objectives being realistic and in the teaching of them. Obviously, each objective will not include all of these points but enough objectives will need to be stated so that all of the points will be included in a unit being taught. For this part of the teaching plan to be successful, considerable time will probably need to be spent in reading and commenting on what the student teacher has done. Discussion of these objectives with the student teacher will help him to clarify what he really will teach. When the teaching objectives are not clear, it is quite probable that the student teacher is relying too much on the outline and problems of a textbook or is simply stating information as read from some other source.

Becoming a teacher

Self-improvement objectives for the student teacher. Some coordinators who follow the thinking of Combs (1) that the "good teacher is a person who makes effective use of himself," may request that in addition to objectives for pupil learning that plans also include a section labeled, "Objectives for Self-Growth." These objectives may include the effective use of self in attitudes, behaviors, skills, or techniques and sometimes may overlap parts of the lesson plan. The significance of having such a section is that many of the things a teacher must "be" in order to be successful as a teacher are overlooked or not included in a plan concentrating solely on pupil learnings. Learning to be a teacher, therefore, requires focus on the actual skills, attitudes, and behaviors of being a teacher.

Skills to develop

Some of the goals toward which a student may progress with little difficulty are quite simple but are necessary. For example, the proper modulation and projection of the voice when speaking to groups, efficient procedures for distributing materials to a class, adept perception of inattention and restlessness among pupils, skill in giving directions and making assignments, and the ability to ask questions which require a variety of levels of thought among respondents are all worthy goals for the improvement of prospective teachers.

Self-development

Supervising teachers may facilitate growth toward such goals by first, suggesting that the student teacher set goals for himself; second, helping with the identification of goals especially well-suited to the student; third, aiding in the assessment of progress through observations and conferences; and fourth, encouraging the student with specific references to favorable changes which have occurred within the brief time span of the student teaching experience.

TEACHING METHODS

Use a variety of methods

Suggest methods, including detailed activities, for teaching the selected objectives, and justify them on the basis of (a) individual differences among the students, (b) physical facilities, (c) available materials, (d) subject content, and (e) a suitable variety of teaching approaches. It is hoped that student teachers will be able to gain experience in the use of all the significant methods for which he has a background. If his background is too limited a serious attempt will need to be made to help him broaden his knowledge. (Refer to Chapter 8, pages 65-82 in HANDBOOK FOR STUDENT TEACHERS.)

Teaching activities

As the teaching activities constitute the basic components of a class operation, these will be most beneficial if put separately from the rest of the plans and are readily available to the student teacher for reviewing.

Planning for assignments

Pupil assignments would appear to be an important part of the activities to plan for and again clarification of purpose is very essential. Student teachers frequently will give out assignments such as doing a research paper for which the pupils have not been taught the proper skills. By discussing an assignment with the student teacher, the needs for certain skills by the pupils may be identified and then made part of the plan.

Use the best method

The student teacher will need assistance in setting up some criteria to use in selecting the most desirable method or activity for each teaching objective. Not only will the techniques for executing the methods need to be reviewed but an attempt to determine if the student teacher has the necessary skill may lead to some additional training before the activity is actually carried out. Current teaching methods should be insisted on with justification of the method selected. A constant check on activities designed to reinforce learning will point up to the student teacher the vital role of this principle.

Reduce discipline problem

Planning and discipline. Well-planned presentations are known to minimize the pupil management problems which arise in the classroom, freeing the student teacher's attention for higher level teaching tasks.

TEACHING MATERIALS

Assist in selection of materials

Describe in detail materials which he could prepare and use and list a variety of available materials (such as audio-visual, books, speakers, printed handouts, trips, etc.) and justify the ones selected for use. The supervising teacher will want to provide sources of reference materials and lists of available materials to the student teacher. The student teacher will find that listing related books and periodicals from the catalogs in the school and local libraries will be useful in his planning. If the supervising teacher commonly uses specific speakers or other resources, these should be made known to the student teacher. Arrangements for such resources made by the student teacher will be an excellent activity and learning experience. When securing materials for lab classes, considerable help may be needed as local sources are frequently difficult to find.

Use a
variety of
materials

A variety of materials and sources of information needs to be insisted upon, thus enabling the student teacher to develop skills and to acquaint him with what is available. The materials selected or prepared for use will be most helpful if they have a differential appeal; that is, pupils at various levels of learning and with differing learning styles all need to be reached. The student teacher needs to be helped in securing and preparing all of the types of resource materials usually used for his teaching area.

EVALUATION OF LEARNING

Use a
variety of
evaluation
methods

Describe in detail evaluation procedures with which to measure the attainment of teaching objectives. Emphasis given to a continuous evaluation program will be very helpful. Multiple means for evaluting students is essential but suggestions and demonstrations of these will be needed. In order that objective tests are not used exclusively for evaluating pupils' work several approaches may be asked for in the teaching plan. These types of evaluations may be difficult for the student teacher to deal with unless he is helped to record and analyze the results. An analysis of test items, total tests, and types of tests will enable the student teacher to improve the written tests. Test questions will need to be analyzed for their type of response such as, recall, application, and interpretation. (Refer to Chapter 9, pages 83-98 in HANDBOOK FOR STUDENT TEACHERS.)

Need
continuous
feedback

A constant comparison between the teaching objectives and the evaluation methods will be valuable. It may be necessary to help the student teacher see the necessary relationship between these two parts of the plan. Through this comparison additional help may be given the student teacher in identifying pupil achievement for which no planned evaluation is included. On the basis of these comparisons the crucial point which the student teacher needs assistance with is how to get feedback from the pupils and to provide feedback to the pupils and then revise future learning experiences in light of these results. This process will best be improved through detailed analysis of the objectives and evaluation results in co-operation with the student teacher.

Pupils need to evaluate themselves

Methods for pupils to develop their self-evaluation ability may be difficult for the student teacher to plan. The supervising teacher can demonstrate how by helping the student teacher develop this ability and then by conferencing to assist in transferring the practices to the pupils.

Self-evaluation

Evaluation of self-growth. It may be even more difficult to evaluate one's self than assisting pupils to evaluate their growth, but the good teacher must "face up" to this task. Try to help your student teacher look as objectively at himself as he possibly can as he will not have as much assistance after he begins teaching. Perhaps the most important attitude one can instill in the student teacher is to have him look carefully at how well both the pupils and he himself have achieved their goals. If he does not look he will not grow whether he teaches or student teaches eleven weeks or eleven years.

EVALUATING THE STUDENTS TEACHING PLANS

Evaluate plans

At the conslusion of the teaching experience the supervisor and student should re-evaluate the plans in respect to the observations made by both. Initially, the supervisor will find it necessary to take the leadership role in such discussions, but eventually the lead will be assumed by the student in such evalutions. It is through such conferences that future planning by the student becomes effective.

Re-plan following evaluation

The observations and evaluations of past teaching experiences are the foundations for future lessons. Certain lessons may need to be completely revised and subsequently re-taught. Others may need minor revisions in pacing or procedural techniques. In general, the success of future teaching will rest upon the thoroughness of the evalution of the initial planning.

In an attempt to assist the supervising teacher in judging the adequacy of a student teacher's plans, the following questions have been assembled in a form convenient for reference.

A. Selection of Content

1. Has the curriculum guide been consulted?
2. Have a number of references been consulted?
3. Are the concepts selected to be taught adequately justified?
4. Are the concepts and skills put in the proper sequence?

B. The Stated Objectives

1. Are the objectives stated in such a way as to make their attainment measurable?
2. Are the objectives reasonable expectations for the pupils in the class?
3. Do the objectives allow for differences in the abilities of the pupils?
4. Do the objectives provide for learning in the psychomotor, cognitive, and affective domains?
5. Are pertinent objectives for self-growth clearly stated?

C. Proposed Teaching Methods

1. Do the planned activities specifically fit the stated objectives?
2. Is the variety of teaching methods proposed sufficient?
3. Do the plans provide for the active involvement of all of the pupils?
4. Are the activities appropriate for the pupils in the class?

5. Is provision made for adequate reinforcement of the desired pupil responses?
6. Are assignments individually planned and designed to extend the classroom experiences?

D. Teaching Materials

1. Have all the sources of teaching materials been checked to determine what materials are available?
2. Have commercial materials been previewed prior to their inclusion in the plan?
3. Have arrangements been made to properly schedule materials which are not continuously available?
4. Have any of the materials been prepared or created by the student teacher for specific purposes within the unit?
5. Will the chosen materials appeal to all or most of the senses?
6. Do the materials provide for differential learning?

E. Evaluation

1. Have evaluation procedures been planned which specifically measure the attainment of the objectives?
2. Is evaluation a continuous process throughout the unit?
3. Do the planned evaluation techniques fairly evaluate pupils with varying talents?
4. Is systematic observation employed as a means of pupil evaluation?
5. Is pupil evaluation considered to be a source of feedback from which the teacher may evaluate his own work and revise or extend his teaching plans?
6. Do the evaluation techniques permit the assessment of novel or unexpected outcomes of the teaching?
7. Is self-evaluation, both by pupils and the teacher, planned?
8. Does the student teacher take a careful look at his own teaching behaviors, attitudes, and skills?

REFERENCE

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CHAPTER 7

HOW TO HELP YOUR STUDENT TEACHER ESTABLISH HIS OWN CLASSROOM CONTROL

Student teachers are often more apprehensive about how to control the classroom behavior of pupils than they are about what methods of instruction they will use. As you work with such student teachers, you may find it helpful to take the position that the best way to avoid behavior problems is to have a well-planned lesson, carefully thought out in terms of activities which keep the pupils foremost in mind, which are properly timed in the light of adolescent attention span, and executed with steadily increasing skill. In your first conversations with your student teacher you can do much to help him understand that, even with the best planned teaching, discipline problems do occur. You can also show him how planning, psychology and perspective are all bound up together in establishing and maintaining classroom control.

Three approaches

There are three approaches to effective classroom control which student teachers should keep in mind as they attempt to establish a desirable group atmosphere. You may wish to discuss these approaches with your student teacher early in the term. First and most productive is the positive or co-operative approach, in which careful pre-planning of well-timed and well-conceived activities are used to create the kind of learning environment where behavior problems are least likely to occur. This approach is the most significant one when it is well learned and used; the other approaches will be relatively unimportant. A second approach, which is closely related to the first, is the preventive one, in which the student teacher uses procedures which are designed to make problem incidents less likely to occur, or at least to reduce drastically the number of such incidents. This approach also requires extensive pre-planning if it is to succeed.

The third approach can be termed the therapeutic or remedial one. This involves steps to be taken in cases where serious behavior incidents have occurred. It may require such activities as personal conferences, referral to other members of the school staff (counselors or the principal, for instance), consultation with parents, and re-scheduling or even exclusion. These activities are discussed in the following pages and also in Chapters 3 and 8.

The student teacher needs to recognize early in his experience that effective pupil control in the classroom is related to total teaching behavior. He will be a better beginning teacher if you can help him, during his experience with you, to understand and act on this insight.

YOUR ROLE AS SUPERVISING TEACHER

If you have already worked with several student teachers, you have probably developed activities and procedures with which you introduce the beginning teacher to the area of discipline and pupil control. You may have picked up some of these procedures from discussions with other supervising teachers. Or you may have "hit upon" techniques which you find worth repeating with each new student teacher. This background of experience will make it possible for you to answer such recurring questions as the following:

> How do you help the student teacher to take charge of a class?
>
> How do you shift authority to the student teacher as he begins his first teaching? How much authority should he have?
>
> How do you help your student teacher to develop his own means of class control? Does he merely copy your techniques, or find his own?
>
> How do you support your student teacher in his relationships with pupils? How do you help him to identify "problem" pupils, and thus be prepared for their possible misbehavior?
>
> How does your student teacher learn to distinguish between noise levels that are productive and those that are disruptive?
>
> When and how do you step in when difficulties arise? Is it best to let the student teacher "sink or swim" with his classes?

Feedback is important

In defining your role as a supervising teacher, especially if you are new to this responsibility, you will need to establish some routine procedures whereby you are able to communicate in a systematic way with your student teacher. You can provide your student teacher with regular feed-back on the progress he is making in his efforts to provide a wholesome, well-managed teaching-learning situation in his class leadership. This can be done through daily conferencing, or through the use of written suggestions which can be discussed item by item. As you check his daily plans and his unit outlines you can keep the goal of self-disciplined, wholesome class activity before him as an important value in teaching.

SOME TIPS FROM EXPERIENCED SUPERVISING TEACHERS

A number of useful suggestions have been made by experienced supervising teachers for helping student teachers establish effective classroom control:

Knowing policies helps

As soon as possible, discuss school policies affecting pupil behavior and punishment. Provide the student teacher with a set of written policies, if they exist in your school. When should he refer pupils to you or to other members of the school staff? How does he do this? Can he exclude or dismiss pupils? What does he do about corporal punishment? These and other pupil personnel policies should be made clear to him at the outset. You will find it particularly helpful, as was mentioned briefly before, to make your student teacher aware of existing school policies regarding discipline and corporal punishment. The following questions are frequently asked of supervising teachers: May I keep a student after school? What about corporal punishment? What are accepted forms of punishment? To whom do I refer problems, if necessary? What is my responsibility for discipline outside the classroom? Can I suspend a trouble-maker? What action may I take if cheating occurs? What should I do when a pupil uses obscene language in or out of class?

Clearly, the answers to such questions must be made in the light of local policy and practice. Adequate discussion of such matters is desirable early in the term.

Which of your classroom procedures is the student teacher expected to retain as he teaches his own classes? Does he see the relation between "regular" class procedures and effective classroom control?

He needs to recognize differences

Classroom control problems are often related to the failure of the student teacher to recognize the fact of individual differences among pupils. Discuss with your student teacher the nature of individual differences he is likely to encounter in the classes he teachers. Couple such discussion with observation of behavior in your classes and the classes of other teachers in your building. Arrange for him to discuss behavior problems with a counselor, or principal, and to become familiar with the contents of selected cumulative folders. Student teachers can also learn much from working with "problem" pupils before they assume the full responsibilities of teaching an entire class.

The student teacher should also know something of the expectations for the age level being taught. What are the criteria for a well-managed classroom for this age level? What is the appropriate noise level? What constitutes "good" or "bad" noise in the classroom? Observation and discussion with you will help him to determine this.

The student teacher also needs to see the relation of his own behavior to effective class control. You can help him to understand the effect of his own voice, dress, grooming, manner and enthusiasm on members of his classes. He needs to recognize that he himself, as well as other factors in the teaching-learning situation, will stimulate self-direction on the part of pupils. In addition to this intrinsic motivation, he should also learn how to deal directly with the problem pupil when such action is necessary.

Good models help

You can demonstrate to the student teacher what you regard as a wholesome teaching-learning situation before he actually begins his own work with your classes. Afterwards, you can discuss specific incidents in the classroom which you regard as wholesome or otherwise, and analyze the reasons for this. You may find it helpful to utilize the video-tape recorder or the tape recorder (which the college coordinator will make available) in this procedure.

Do not give the extreme cases to the student teacher at the beginning of this period of gaining independence. A serious problem of discipline, for example, could cause the student teacher to lose face in the eyes of the entire class and he might regress never to gain independence during the remainder of the term.

Help your student teacher set reasonable goals for himself and to postpone risking over-stimulation of a class until routines and work habits are established, especially in elementary and junior high grades. So many student teachers are determined to be friendly, fascinating teachers (unlike dull grouches that they remember) that they find it hard to believe a stable classroom climate must be established before brilliant teaching can begin. Some may need to learn the hard way that they must be the leaders who insist on some behavior and work standards, but prolongation of such bitter experience may have a negative effect.

Involve
the
pupils

In secondary classes use students to aid in visual presentations, as projector operators, chalkboard workers, etc. Many discipline problems could be eliminated if more of the pupils in the room could be occupied with routine tasks, but the added benefit is that if frees the teacher. Have students return papers, collect papers, take roll, run the errands to the office, library, and other places. Each supervising teacher could certainly add to this section and he is encouraged to do so.

The student teacher who studies where he may save his time to use it elsewhere to better advantage is acquiring insight and independence.

You will find the suggestions regarding class control and discipline in the HANDBOOK FOR STUDENT TEACHERS (Chapter 6, "Pupil Organization and Classroom Management," pages 35-42) a valuable reference for your discussions of these matters with your student teacher.

PRACTICAL SUGGESTIONS

Points to consider

If discipline problems occur, you will find it a good practice to first have the student teacher carry on some self-analysis to determine whether he was at fault in creating the situation. Was there some way he might have foreseen a problem developing, and thus have prevented it from happening? As you discuss discipline problems with him, help him to consider what preventive methods he might employ. Here are eleven rules for classroom discipline which sum up most of the important points he should consider.

Show a genuine interest in every pupil in the room.

Be liberal with sincere praise but strive for respect, not popularity.

Praise in public, censure in private.

Be consistent. Pupils are quick to spot inconsistency.

Never punish the entire group for the misbehavior of one pupil.

Show confidence in the pupil's ability to develop self-control.

Keep pupils who are potential problems interested and busy.

Avoid situations that encourage pupils to lie, to challenge your authority, or to test your intentions.

Allow pupils to save face when they are in a tight spot.

Never punish in anger of just to get even.

Organize so the group can move from one activity to another without confusion.

EVALUATION IN CLASSROOM MANAGEMENT AND CONTROL

Assessing the situation

The student must become aware of the methods of assessing the classroom environment. You, as the supervisor, recognize the various factors involved. The degree of attentiveness on the part of the pupils to the material being taught and the amount of pupil participation in class discussions are important indications as to the success of the teaching experience. Note passing, window-gazing, and whispering are some overt signs that the material is not meeting the needs of the pupils.

If the student teacher finds it difficult to recognize some of these signs, the supervisor may suggest the use of mechanical aids, such as tape recorder or video-tape recorder. By such means the student teacher is able to see his teaching as the students and supervisor view it. Peculiar patterns of speech or distracting mannerisms become clearly evident through the study of such tapes.

In general, evaluation of the student teacher's ability to develop and maintain classroom control and management is based upon the techniques employed.

A positive approach is needed in dealing with pupils.

Praise begets cooperation if acceptable behavior is recognized.

Criticism is effective if directed toward individuals and followed up with some positve direction for acceptable future behavior.

Peer leaders can not be overlooked, particularly at the secondary level.

IN CONCLUSION

In concluding his orientation talk to a new group of student teachers, Mr. Robert Lott, Director of Secondary Instruction for the Lansing Public Schools, recently made the following suggestions for insuring a successful student teaching experience. Because they have important implications for effective class control, we list them here for you in dealing with your student teacher:

> "Discipline can be a part of your makeup, but good planning can be the key to good control!
>
> Be ready to teach! Have things organized!
>
> Punctuality is important! Get the habit!
>
> When you are in charge, start class right away!
>
> Don't overdress!
>
> Don't put yourself on the pupils' level!
>
> Be tactful in making suggestions to pupils and teachers!"

CHAPTER 8

THE EFFECTIVE CONFERENCE

INTRODUCTION

Knowing how to conduct a good conference is an art and it is one of the most important aspects of the supervising teacher's relationship with the student teacher. Much of the success of the student teaching experience depends upon how effective conferences are. Consequently, it is to the supervising teacher's advantage to develop a set of conference skills.

Conference skills a 'must'.

There are many opportunities within the student teaching experience to test out, in an organized fashion the learnings of the pre-student teaching program, provide the student with an opportunity to try out, experiment, test and err and then to be given suggestions, counsel and guidance for further study and planning that will enable him to improve his teaching skills. The necessary instruction and experience for this portion of the curriculum are largely delegated to the supervising teacher and the vehicle for giving this assistance to the student teacher is, in most instances, the conference. The coordinator, of course, is expected to be ready and able to assist both the supervising teacher and the student teacher in developing the necessary competencies and he is frequently a member of the conference team. Other teachers or professional workers, and school administrators may be involved, also.

Student teaching, a learning experience

The conference, when properly administered, is the most efficient and most natural way to help the student improve in his ability to teach.

OPENING THE LINES OF COMMUNICATION

Good communication between student teacher and supervising teacher is vital just as it is in any other teaching process. It is an essential element of an effective conference. In the course of the daily conferences the student

Communication, something more than socializing teacher should be encouraged to evaluate his teaching first as a start to communications deeper than the simple social level. He needs help to perceive and disclose his problem areas and to make it easy for him to talk about them.

Warning signs of poor communication

It is possible for two people to work together, even for long periods of time, without communicating freely with one another. Two severe symptoms of poor communication are: the supervising teacher feeling that the experience is becoming a 'headache'; and the observation that the pupils in the classroom are losing ground. Although these symptoms fortunately rarely occur, whenever either or both begin to arise, it is time (perhaps past time) to give serious attention to communication.

Shedding light on problem areas.

One of the greatest dangers is that the supervising teacher may avoid bringing touchy issues out into the open. Please refer to chapter 10 for additional information on this important subject. When the student teacher repeatedly does something that is irritating, the supervising teacher should show his displeasure. Often the supervising teacher can become adjusted to petty things but whenever the welfare and learning of the students or the quality of inter-personal relations is involved he should not "keep it under his hat."

Explaining routines, procedures

Another important area of communication is that of explaining to the student teacher why the supervising teacher does what he does. He should explain his reasons for decisions he makes in working with pupils and parents. He must be specific about what he expects of his student teacher and why. This is especially important at the beginning when he may not understand all the "little things" that are a part of teaching (e.g. school arrival and departure times, housekeeping, changing bulletin boards, and use of the supervising teacher's files, etc.) The student teacher who knows what he can and cannot do feels secure and confident.

PURPOSES OF CONFERENCES

Setting purposes for conferences

Obviously the reason for holding a conference must be plainly known and clearly understood by both student teacher and supervising teacher. It is usually customary for the supervisor to set the purposes for the first few conferences. For example, at the conclusion of a week or more of observation the supervising teacher might ask the student to meet with him to select the classes he might teach.

Establishing common goals

It is important that the student and supervisor establish common goals as soon as possible. For instance an elementary student teacher might be concerned about his inability to keep the rest of his pupils profitably occupied , while he is teaching one group. His supervisor agrees that the matter needs attention so they decide to get together to talk over the problem. The supervisor writes the date and time for the conference on his desk calendar along with the purpose of the conference and the student teacher records the information in his notebook.

A problem of mutual concern

Sometimes a conference is focused upon a problem that is currently uppermost in the minds of both supervising teacher and student teacher. For example, at the senior high school level, they might be concerned because some of their pupils fail to give credit to authors when using reference materials in term papers. On other occasions minor matters are discussed such as regulating the heating and lighting of the classroom, learning how to make out absence slips, and getting the class underway with a minimum of lost time.

The unscheduled conference

Of course the conference does not always have to be set up ahead of time. The unscheduled conference at the "teachable moment" can be extremely effective because in such a setting important matters which could not have been anticipated can be handled with dispatch. The non-scheduled conference often takes the form of a brief conversation over a cup of coffee, in the hall or on the playground, but the "quickie" conference should never be allowed to replace the scheduled conference. Above all, student teacher and supervising teacher should avoid the practice of setting pupils to work so they can hold a conference.

When there is a real reason for a conference mutually agreed upon by both parties it never can become a routine, purposeless affair.

REGULARITY AND TIME LIMITS

Scheduling conferences regularly

It is wise for the participants to agree upon and respect the time limits of the conference. Fifteen minutes a day is suggested as a time limit but a ten minute conference may suffice in some situations while one as long as thirty minutes or even more may be necessary in others. On the secondary level the conference can be held during the supervising teacher's conference period, or before or after school. Elementary teachers can get together in the morning before the children come into the classroom, after school, or during the lunch hour.

PROMPTNESS

Both persons should accept responsibility for promptness in meeting each conference appointment. If the supervising teacher and student teacher both make a note of the time and purpose of the conference, as mentioned above, there is little likelihood that either person will forget about the meeting or be late.

PLACE

Insuring privacy

Locating a suitable place for the conference often poses a problem for the supervisor and his student teacher. An office or classroom is a good setting if the supervising teacher is fortunate enough to have one of his own. In any event, privacy is imperative. Little is gained if the conference is repeatedly interrupted by phone calls or by pupils coming into the room demanding attention.

It is suggested that the supervising teacher and student teacher find a place even though it might be only an unused stage of an auditorium. The important point is that it must be a spot where they can confer in privacy. Interruptions can be kept to a minimum if conferences are scheduled where others are not present and at times when pupils are not permitted in the building.

WHAT TO HOLD A CONFERENCE ABOUT

Planning, a popular conference topic

There are numerous reasons for conferences inherent in the student teaching experience. One of the most common topics is planning. Daily plans should be discussed, preferably at least a day in advance to permit the student teacher to make revisions and additions.

Pacing, a typical problem

The supervising teacher may notice that the student is having difficulty in holding his pupils' attention. This is his cue to alert the student to the matter of pacing and attempt to draw suggestions from him on alternative techniques, approaches or materials. Or the student may be having discipline problems with slow learners because he has overlooked the importance of providing for individual differences. It is the job of the supervising teacher to help the student see that slow learners are not just "ornery," to show him how to adjust assignments to their ability level, thus helping them to experience success and lessening their frustration.

Relating theory to practice

After the student teacher has demonstrated some independence, the supervising teacher can enter into serious discussion with him regarding theories of learning, child development and research. Here is where two professional people can analyze specific situations and apply proper pedagogy so that learning is enhanced and not hindered.

Demonstrating teaching skills

If the supervising teacher has some special lessons that he teaches extremely well, he might demonstrate these for his student teacher. Then the techniques can be discussed in a conference immediately afterward. Demonstration lessons can also be arranged by other outstanding teachers, followed by a professional discussion with the student teacher a participating member of the group.

PREPARATION FOR THE CONFERENCE

Bringing data to the conference

Through study of the personnel form the supervising teacher will find out some facts about the student teacher's background, interests and experiences, and by reading the student teacher's outlook he will learn something about his educational philosophy. Conversations with the student teacher and just rubbing shoulders with him in the classroom during the first few days of the term will give the supervising teacher some clues about his particular strengths and weaknesses. This is valuable background information for the initial conference.

It is the responsibility of both student teacher and supervising teacher to bring pertinent data to the conference. If the student teacher is having trouble with classroom control, he should, if he is capable of doing so, submit a record of what he has done to remedy the situation up to this point as well as some alternatives he believes he should try. The less able student teacher may be aware of his problem with discipline but the best that he can do is bring it out into the open. The still less capable student teacher may not even recognize that his discipline is weak. In this case the supervising teacher must help him to analyze the situation and try to elicit some causes and possible solutions from him. If suggestions are not forthcoming the supervising teacher simply may have to tell him some controls to exercise.

Values of check lists and teaching log

A conference on the student teacher's progress should have such items at hand as evaluation forms, observation sheets, a teaching log and samples of pupil's individual and class work. The evaluation form is a checklist of numerous skills and personal and professional traits. Customarily both supervising teacher and student teacher complete the form, usually independently of each other. The evaluation form attempts to pinpoint areas needing attention sufficiently early in the term for the student teacher to strengthen his weaknesses. Observation sheets, usually in the form of a checklist, are records of the supervising teacher's judgments of particular lessons. At the close of the observation a copy is given to the student teacher and a carbon retained by the supervisor. A number of observation sheets covering a succession of lessons on the same subject can be a valuable basis for a conference. The teaching log is in diary form, recording the student teacher's reaction to his teaching, his pupils - in short, his feelings about the total student teaching experience. At periodic intervals, usually at the close of the week, the log is turned into to supervising teacher who reads it, writes his comments and observations and returns it to the student teacher. The growth of the individual student teacher, the emergence of strengths and the alleviation of weaknesses all speak from the pages of the log. Because both supervising teacher and student teacher have read it and reacted to it, it becomes a common ground for communication and understanding. Folders of individual's and class' work are evidences of progress or lack of progress on the part of learners. By studying the papers the supervising teacher and student teacher can discover methods and materials that brought about desired results as well as those that proved to be ineffective.

CREATING THE 'RIGHT' CONFERENCE ATMOSPHERE

Preserving self-respect

It goes without saying that the supervising teacher will work at all times to create an environment of acceptance and trust. He will let the student teacher know he is his friend, that he is interested in his progress and is ready to help him in any possible way. Both parties will avoid any situations that will result in the loss of self respect or self esteem. As far as possible the student teacher will be encouraged to participate freely and "talk out" his problems. The supervising teacher knows that he can learn much from listening to what the student teacher says or does not say.

If such an atmosphere prevails both persons will come to the conference with a disposition and willingness to communicate openly and clearly. They will be able to "think out loud." Both will come prepared to talk, the student teacher bringing his notebook in which he has recorded his ideas and concerns, and the supervising teacher with notes he has made.

Specifics vs. generalities

The effectiveness of the conference is severely limited if the conversation consists of generalities. It is of the greatest importance for both parties to concentrate on specifics and to communicate the truth based on real evidence of performance. This assumes that "truth" is seen by both as the "same", and too often student teacher and supervising teacher do not see it the same way. Therefore, it is the job of the supervisor, by virtue of his experience and training, to help the student perceive himself as he really is in the teaching act and to guide him in reaching satisfactory solutions to his own problems.

SPECIFIC CONFERENCE TECHNIQUES

Both persons are responsible for maintaining a professional attitude in considering problems. The approach should be clinical and all transactions kept as objective as possible. Both should avoid assuming a personal attitude or creating personality conflicts. It is important to open the conference on a pleasant note. No matter how poorly the lesson goes there is always something good that can be mentioned if it is only the student teacher's new outfit or hairdo.

Avoiding a defensive attitude

This positive reinforcement is intended to set the stage for the remarks that are to follow, for the typical conference then proceeds into the gray or black areas where improvement is needed and disagreement in one form or another is expressed by the observer. It is at this point that most conferences tend to bog down. The student teacher who has been observed is likely to become defensive about his teaching largely because of the personal identity that links performance to personality in such a composite manner that any criticism of one as a teacher is also taken as criticism of one as a person. This is a highly regrettable stance for it should be possible to separate the task performed from the personality involved.

For example, a supervising teacher may tell a student teacher that he does not teach well. If he is told that he is a poor teacher he would probably become defensive and resist any attempt to help him improve his teaching behavior. However, if he is told that he does not teach well the student teacher must assume that the supervising teacher knows good teaching and that he will be able to assist him in becoming a better teacher.

Using the Teaching Profile

It is when the latter occurs that a true clinical approach to teaching can be undertaken, although any effective implementation requires the base of suitable clinical materials such as those presented in the Teaching Profile in Chapter 5 or other observation-evaluation forms. The supervising teacher in this instance has an independent description of the teacher for use in his observation. The student teacher knows just what it is that the supervising teacher will be looking for and the conference following the observation will be concentrated on teaching performance rather than on personality factors. Either the behavior occurred or it did not. In any event, the feedback to the student teacher will be in terms of behaviors performed and will be conveyed 100% in a positive manner.

Analyzing, not prescribing

During the conference the supervising teacher can assist the student teacher in analyzing just what took place, but is not compelled to tell him exactly how to do it. It is possible for the supervisor to tell the student what should have occurred during a given lesson, but then permit him to assume the major responsibility for determining how to best initiate and implement the behavior.

FROM THE DIRECTED CONFERENCE TO THE NON-DIRECTED CONFERENCE

Supervising teacher leading

At the beginning of the term the supervising teacher takes the initiative and exercises leadership in the "directed conference." When the student teacher is capable of taking the reins into his own hands he should be moved into the realm of the "non-directed conference." In this setting attention is focused upon the WHY of the teaching act with the student teacher assuming leadership, asking questions and submitting problems. The role of the supervising teacher becomes that of the interrogator. He gives guidance by asking questions in an effort to help the student teacher identify causes and find solutions. The supervising teacher will continue questioning and stirring the thought processes until he believes the student teacher has gained some insight into the problem. When this goal has been reached, the supervising teacher indicates his approval and supports the student teacher's decisions. The non-directed conference is an invaluable learning experience for the student teacher and one that will stand him in good stead in his first teaching assignment. If he knows how to recognize a problem, how to root out its causes and come up with some solutions, he is off to a good start in his teaching career.

Student teacher assuming leadership

Sometimes a student teacher is slow to move into the non-directed conference and may not be able to take advantage of it until he gains more experience. Occasionally there is a student teacher who cannot recognize his errors even though the supervising teacher has made a real effort to help him see himself in the teaching act. Questioning, tactfulness and the indirect approach do not work with all student teachers. So in such instances the supervising teacher simply has to take matters into his own hands and tell the student just what he is doing that is wrong. This is not an easy thing to do but to dodge the issue is to shortchange both student teacher and supervising teacher.

One of the sure-fire techniques is to ask the student teacher how he thought the lesson went. He can usually be counted upon to mention the strong points, perhaps repeating what the supervising teacher has already mentioned to him in the opening stages of the conference. The supervisor's next move is to ask the student teacher what he didn't like about the lesson. This is the cue for the supervising teacher to focus attention on the teaching-learning situation instead of on the student teacher.

teacher to focus attention on the teaching-learning situation instead of on the student teacher. The concern is not upon the personality in itself, but how the personality affects the teaching. For example, a student teacher may have acted against the advice of his supervising teacher and insisted upon lecturing a full period to a history class of slow learners. As a result, his pupils' attention wandered and the room became so noisy he scarcely could be heard. At first he blamed the pupils for his failure. By means of skillful questioning his supervising teacher helped him to see his error. Afterwards the student teacher said, "Oh, I see what you mean. If I had used several activities instead of lecturing the whole period I could have made the lesson more interesting and held the kids' attention!"

Using tape recorder and video-taper

Some supervising teachers like to record a lesson taught by the student teacher on the tape recorder, (with the student's consent, of course), play back the tape during the conference and make use of what is heard to analyze what occured. An even more effective device is the video-tape recorder that not only records sound but also produces a moving picture of what transpired. In the conference the student teacher can actually see himself and his class in action and hear his voice and those of his pupils. Strong and weak points stand out with startling clarity. Supervising teachers who have struggled in vain to help their student teachers have experienced almost instant success with the video tape recorder. Sometimes the supervising teacher concentrates upon a short segment of the lesson at a spot where the student teacher is forced to make some kind of decision. He writes up a "focused observation" and the student teacher also makes a written report, giving background information and explaining the reasons for his decision. Such an observation gives the conference genuine purpose.

Both persons will keep records of suggestions, agreements and responsibilities growing out of the conference. Each will decide what he will do next. The student teacher will record the conclusions that were reached in his notebook, thus lessening the possibility of repeating mistakes and rehashing the same incidents at the next conference.

SELF-EVALUATION

Helping the student to judge himself

As the student gains experience and self confidence the guidance of the supervising teacher will be less demanding. Ideally, the student teacher should become less and less dependent upon the supervising teacher for assistance in evaluating his teaching experiences.

The student teacher must develop the techniques and ability for self-evaluation. If, in the initial stages of student teaching the supervising teacher guides the student to a realistic appraisal of strengths and weaknesses and these, in turn, are used as a basis for subsequent conferences, the student will be able to make meaningful evaluations of his own teaching experiences. This ability is extremely important since the student must learn to rely heavily upon himself throughout his teaching career. Building principals or subject supervisors cannot assume the role of the supervising teacher. As a professional, the student must develop and rely upon self-evaluation.

CONCLUSION

There are several well-defined steps that a supervising teacher must take to help the student teacher grow and make his own observations and evaluations of himself. First, the supervising teacher being an effective teacher of teachers helps the student teacher plan. Second, he evaluates the plan and then confers about it. Third, he observes the student teacher and evaluates his performance and confers about it. All aspects of the student teacher's behavior are "observed" and evaluated but the key to all that goes before culminates in what the supervising teacher is able to communicate to the student teacher.

The greatest responsibility of the supervising teacher is to guide the student teacher in making an honest evaluation of his own teaching and to help him to help himself. Because communication is done mainly through the conferences the supervising teacher and student teacher hold, it is of the utmost importance that these conferences shall be conducted in a skillful and an effective manner.

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CHAPTER 9

FORMAL EVALUATIONS

INTRODUCTION

"Student teaching was the most valuable and meaningful experience of all," is a statement frequently made by students. What made student teaching so valuable an experience? Why was it so meaningful to the student?

Evaluation basic to guidance

In order for an experience to be meaningful there must be a recognized relationship between the experience provided and the needs of the learner or student. The guidance provided in developing this relationship for the student teacher takes place in many ways, and all of these involve evaluation. Observation of the teaching process, as discussed in chapter 5, if it is to be meaningful and helpful, must be based on some standards of judgment, even in deciding to record or not to record the performance or absence of a given act. Equally significant is the necessity for evaluation in determining the guidance of the student teacher in conferences as presented in chapter 8. Supervising teachers frequently fear the term "evaluation" and the act of evaluating the student teacher, yet such judgments must be made if the student teacher is to be assisted in his development. A supervising teacher must have standards for acceptable and non-acceptable behavior or performance, and he must be able to communicate these value judgments to the student teacher. There is neither time nor room for "guessing" or "wondering" on the part of the student as to the degree of success of his teaching experiences.

THE EVALUATION FORMS

Required evaluations

Although every significant observation and every meaningful conference, and every "teachable moment" discussion are based on evaluation this chapter focuses on the formal evaluations required during the student teaching term.

Copies of the two evaluation forms will be given to you well in advance of the time when you will use them. Each form will be explained and discussed with you by your coordinator.

Student Teaching Evaluation Form - Early in the term the student teacher and supervising teacher should discuss the evaluation form so that both are familiar with its content. This form is to be completed at mid-term and at the end of the term. The student teacher's performance will be recorded, and written comments as to strengths and growth needs indicated both in writing and in conferences. Provisions are made on the form for two additional evaluations which are optional on the part of the supervising teacher. These options may be selected prior to mid-term and approximately half-way between mid-term and the final evaluation.

Purpose of evaluation

The primary purpose of the evaluation form is to focus attention upon specific areas. It may be completed in any of several ways:

Possible procedures

1. One form may be completed by the supervisor and another by the student and the two forms compared and discussed.
2. The supervisor may ask the student to complete the form independently and then discuss it together.
3. The form may be completed first by the supervisor and then discussed with the student.

The method employed is not significant, but the discussion between the supervisor and student teacher is extremely important.

Importance of mid-term evaluation and conference

The mid-term evaluation and conference are especially significant since strengths and weaknesses can be identified while there is time to take action that will result in definite growth before the end of the term. The mid-term evaluation you complete, and have the student teacher complete, and the conference you hold with him should enable him to answer the following questions:

(a) Where am I now as a beginning professional person?
(b) Where am I making satisfactory progress?
(c) In what area(s) do I need to make greater growth?
(d) How do I go about using my strengths most effectively, and what can I do to improve my weaknesses?

Near the close of the term there should be a thorough evaluation of the total student teaching experience. The supervising teacher and the student teacher should go over the points on the evaluation form calmly and frankly. A clear understanding should be reached both in writing and in conversation regarding the progress that has been made and the level of development reached. The accompanying conference should include discussion of future plans and appropriate future personal and course work.

Give form to student teacher

The completed form is to be given to the student teacher by the supervising teacher at the close of the term. It is not sent to campus nor made any part of the permanent record.

Confidential

Placement Recommendation - This single sheet with two automatic carbons is completed by the supervising teacher and the coordinator at the end of the term. The Placement Recommendation serves as the guide for hiring officials and is made a part of the student's permanent record.

Confidential Placement Recommendation

The comments by the supervisor follow the general outline of the evaluation form previously discussed, with the exception of the first category, "Type of Student Teaching Situation." In this area the supervisor should comment as to class size, academic composition of the class, socio-economic factors, and other data that might help to clarify the student teaching environment. In their completed forms, both the evaluation and Placement Recommendation should be supportive of each other and consistent in denoting levels of performance in the various areas.

Comments by the coordinator are based upon the observations made, conferences with the supervising teacher, seminar participation, and opinions of the school principal. In addition, the coordinator will make the recommendation for certifying the student teacher.

Preparing placement recommendation

Frequently it is helpful to complete the Student Teacher Evaluation form before attempting to write the Placement Recommendation. Since the major headings are the same, you will discover that specific points you have checked on the Student Teacher Evaluation form are easily transferred as statements to the Placement Recommendation.

Mimeographed copies of the confidential placement form are available through your coordinator. These can be used in preparing a rough draft prior to typing the final form. Your coordinator may even provide time during one of the regularly scheduled supervising teacher seminars to assist you in writing the Placement Recommendation from the Student Teacher Evaluation form in which you can use the mimeographed copies for trial. (Please refer to chapter 2.)

The three copies of the Placement Recommendation serve specific purposes:

1. The original white copy goes to the placement office on campus to be duplicated and sent to prospective employers.
2. The pink copy is sent to the student teaching office on campus for filing purposes.
3. The yellow copy is retained by the local coordinator for future reference.

CONCLUSION

Although evaluation is probably the most difficult job of the supervising teacher, it is probably the most rewarding. Through it, you, the supervisor, have guided and "launched" another professional. Many of your ideas and techniques will be incorporated in the teaching of the new professional. He, in turn, will assist in guiding the future of some other student teacher who will capitalize again on the same ideas. Consequently, you, as a supervisor, have gained some degree of immortality within the profession. In some ways this may be frightening, but in another way it is profoundly gratifying. Could any other experience be as rewarding or as exciting?

CHAPTER 10

PERSONAL AND PROFESSIONAL BEHAVIORS FOR SUPERVISING TEACHERS AND STUDENT TEACHERS

The professional supervising teacher is in a unique position. He is not only a developer of human beings in the sense of his role with respect to children and adolescents; he is also a developer in terms of prospective, hopefully professional, teachers. The supervising teacher must be professional himself if he is to be emulated by the student teacher in terms of professional behavior.

The most important way of imparting professional behavior to a student is through the supervising teacher's own behavior. This will have more effect on the student teacher than all the words anyone could possibly say. Remember the saying, "Action speaks louder than words!" The supervising teacher is that action.

The alert supervising teacher can do wonders for a student teacher in providing cues which will aid him in discovering what his abilities are and at the same time skillfully introduce him to the many avenues that lead to obtaining the right to say, "I am a professional teacher." Two of these avenues that the student teacher will become acquainted with through a good supervising teacher are Personal Behaviors and Professional Behaviors.

PERSONAL BEHAVIORS

A supervising teacher to do the best by his student teacher should have certain personal characteristics.

Personal characteristics

Possesses an adequate self-concept.

Is secure in his actions and role.

Is fair and objective as he possibly can be.

Knows the rules well and abides by them and expects the same of his student teachers.

His dress, speech, physical appearance and attitude contribute to establishing a positive relationship with others.

Can discuss things diplomatically.

Can smile and has a sense of humor. A smile at the right time can keep a temper from flaring up and thus promote better feelings.

Keeps his voice under control, firm if necessary, but not unduly loud, and expects the same of the student teacher.

Co-workers

He can best convey to the student teacher how to get along with co-workers by setting a good example.

Accepts criticism of his ideas, methods, etc. from colleagues.

Accepts attempts at altering his presuppositions.

Has something constructive to say about co-workers, the principal, the superintendent, the school board, or others. If he has criticisms he voices them at the appropriate times and in appropriate places, not in the classroom, lounge or social situations.

Keeps the door closed, if necessary noise is present, remembering there are others in the building, and expects the same of the student teacher.

Pupils

He is sensitive to the needs and wants of the pupils "twenty-four hours" a day.

Is alert to the needs of the slow learner.

Is sensitive to reactions of all pupils.

Finds time to accomplish little extras.

Recognizes, speaks to and calls them by name, if possible, whenever he meets them.

Goes to some outside activities they are involved in, if at all possible.

You, undoubtedly, can add many more things that are import- and to a good teacher-pupil relationship.

With the student teacher, a supervising teacher is always ethical.

Student teacher

Uses great tact in criticizing and praising the student teacher's work, his judgments, or his discipline.
Criticizes the student teacher in a private conference, not before the class, before other teachers, or in the teachers' lounge.
Refrains from discussing problems he may have with his student teacher with his colleagues, unless the student teacher is working with them, but instead consults with the coordinator or principal. On occasion, another experienced supervising teacher might be consulted for advice.

A tendency to avoid bringing "touchy" issues out into the open is one of the greatest dangers.

Touchy issues

Suggest changes in student teacher's manner of dress, grammar, chalkboard writing, use of slang, use of advanced vocabulary, or conversation with fellow teachers early in the term if it is necessary to do so. Such subjects should not be postponed. Lines of communication should be open to inform the student teacher of your displeasure if he persistently does something that irritates you. "Do not try 'to keep it under your hat'."(5) You are apt to boil over sooner or later much to your regret, as well as hurt your relationship with your student teacher.
Adjust yourself to petty things, but whenever the welfare and learning of the students or the quality of your inter-personal relations is involved, it should be done.

"Your student teacher will respect you for having the wisdom to communicate on such 'touchy' subjects even though it may set him back on his heels temporarily.

If you don't want to handle such problems yourself, you should call upon the coordinator or the principal: but when you can take the step yourself, it serves to deepen the level of your communication with your student teacher. (5)

Personalities

Once in a great while, not often, there is a clash of personalities between the supervisor and the student teacher. An alert supervising teacher will recognize this early in the term, and instead of letting it continue, to the detriment of both himself and the student teacher, will go immediately to the coordinator or the principal. The principal undoubtedly will contact the coordinator or will advise the supervising teacher to do so. The good supervising teacher knows that a personality conflict will not be held against him. It is better for the right people to be told, so something can be done to improve the situation. No one need be the wiser, for many do their teaching under more than one supervisor. Conflicts handled professionally and ethically make for a much happier experience for all concerned. Mutual respect for each others wishes is needed. Remember it takes patience, understanding, warmth, compassion, and tolerance far beyond what most of us have to win them all.

There are other aspects of both the supervising teacher's examples and the student teacher's personal behaviors that may need consideration, but we have limited our discussion to the major aspects. If others arise, consult the coordinator.

We move now to those Professional behaviors most necessary for the adequate development of the student teacher into a prospective, fully professional, teacher.

PROFESSIONAL BEHAVIORS

One must recognize the limits of a student teacher's preservice preparation. The initial requirements have been completed at the University or college, but the classroom and school are the places where the individual will work at becoming a teacher. Prior to his experiences with a supervising teacher, professional organizations and their activities have been vague.

You, the supervising teacher, can help convey the idea and value of membership and participation in professional organizations to the student teacher by being a good example.

Members of other professional groups feel it is a matter of personal ethics, as well as an honor, to be able to join their respective organizations. Belonging to the professional organizations in your locality helps one to know that someone will be there to assist or to advise.

Active member

A good supervising teacher plays an active role in leadership in bringing about innovations in education. He knows that professional organizations have the obligation to make certain their programs serve the purpose for which they are formed -- to serve the teachers and improve education. Help convey this idea to your student teacher.

Be a member of at least one of the important committees such as membership, hospitality, salary, negotiation, curriculum, program, etc.

Take the student teacher to at least one of these meetings (if he is welcome). Person to person communication is much better than written words.

Publicize what the professional association has done for the teacher.

Ask the student teacher to accompany you to at least one of your local organization's meetings, more if possible, to the state meeting, and provide him with information about the values of the national organization.

Help the student teacher become acquainted with the journals, magazines, or pamphlets published by the different organizations that are of great value in giving ideas, help in developing common aims, as well as stimulating enthusiasm, initiative and spirit.

Inform him that many of the professional organizations have special rates for student membership and for subscriptions to worthwhile magazines, so now might be a good time to join.

Provide him with information about the many subject-centered organizations that are open to teachers. (There are entirely too many to list them here.)

Interest and enthusiasm on the part of the supervising teacher for committees and professional organizations will assist in overcoming the student teacher's apathy for such important professional activities.

Confidential information

Many times the student teacher may need to know more about the students in order to obtain success with certain individuals. For this, certain school records are open to him. However, you, as supervising teach[illegible], are responsible for the way in which your student teache[illegible]s the information he may secure fromcumulative folder[illegible] records, handbooks, etc. If, in your opinion, he is not u[illegible]ng this information in ethical and professional ways for educational purposes in his teaching - -

Confer seriously with him as quickly as possible.
If he continues to use this information incorrectly
it will be proper to --
    Refuse to allow him further access to such records.
Such unprofessional behavior also --
    Warrants a conference with the University coordinator as soon as possible.

A supervising teacher keeps confidential information that is given in confidence to him by parents or school personnel about particular children, passing it on to the student teacher only if deemed necessary for the welfare of the child.

Controversial Issues

In some classes such as social studies and home and family living, possibly in others, controversial issues may be prevalent. Good supervising teachers know best how to handle these situations and advise their student teachers in advance.

Presents both sides of the issue; gives equal time to both.
Is well acquainted, of if not, becomes acquainted with the community, and thus is able to decide whether he should express his own convictions.
It is better to have the students, if not too young, interview a sufficient number of people to secure different points of view on the issue, report to class and analyze the issues for such things as stereotyping, over-emotionalized language, and determine if they are inconsistent or show irrational thinking.

Knows students do not necessarily need to arrive at firm convictions on the relative importance of the different kinds of factors operating in some situations.

He knows it is best to possibly postpone the discussion when pupils are personally, directly, and passionately involved.

Remember it is possible for men to be able to discuss without discounting the motives of their adversaries, to disagree without being disagreeable, and to differ without doubting the probity of their colleagues.

As Edwin Markham wrote:

> "He drew a circle that shut me out--
> Heretic, rebel, a thing to flout.
> But Love and I had the wit to win:
> We drew a circle and took him in!"

EVALUATION IN PERSONAL AND PROFESSIONAL BEHAVIORS

The student teacher's relationships with the staff and pupils must be on a professional basis. You can help him grow appropriately by asking both him and yourself the following questions periodically.

Does the student teacher tend to lean toward being an adult and less of a student? (Not buddy-buddy)

Does he dress, talk and in personal appearance appear like an adult teacher?

Does he have the respect of the pupils?
(Analyzing the responses of a questionnaire given to the class asking them to evaluate the teaching techniques employed by him and asking for suggestions would help. Such surveys may ask general questions of the pupils as to what they like most or least about teachers in general.)

Does he have fairly good control of the pupils?

Do the facial expressions, gestures and comments of pupils tell you he has been accepted or rejected as a teacher?

Have you used a tape or video-tape recorder to more accurately assess the impact of his personality upon the class? (The student teacher can see himself through the eyes and ears of the students.)

Does he have respect and cooperation for other staff members? (Criticism of staff members by a student teacher is never acceptable.)

Does he respect and follow the school policies?

Does he question certain actions of other teachers to learn or to be critical? (A questioning approach should be the method of learning for the student teacher.)

Has he accepted or begun to accept the complex role of a teacher; i.e., punctuality, accurate record keeping, lunch supervision (if required at the school), recess duty, or other related activities that are very significant aspects of being a good teacher. (Added duties should help him understand the complex role of a teacher better.)

Is he able to confer with parents on a professional basis to discuss a pupil, his marks, etc.? (The ability to confer effectively with parents is one characteristic of a professional teacher.)

Does he attend some of the P.T.A. or similar meetings to meet the parents outside of the schoolroom?

Does he accept the guidance and evaluation of the building administrator gracefully and appear to gain a better understanding of his strengths and weaknesses as a prospective teacher and at the same time gain an understanding of the role of an administrator?

The area of non-teaching responsibilities is significant. Other staff members may be of assistance in evaluating these. The mechanical means involving the video and taped recorders are most effective in assisting the student teacher to evaluate his teaching personality.

CLOSE

Remember the supervising teacher is the action that starts the student teacher down the avenues of personal and professional behaviors and its many side-roads, and can assist him from becoming lost on the way to gaining the right to say, "I am a professional teacher!"

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INDEX

Absence,
  legality for supervisor, 18
  of supervising teacher, 18
Academic preparation,
  of student teachers, 4
Acknowledgements, ii
Activities,
  teaching, 56
Administrator,
  building, 15, 16
  superintendent, 14, 15
Analysis of time, 37
Arrival of student teacher, 25,26
Articulation, understanding, 40, 41
Assignment (s)
  planning for, 56
  of student teachers, 9, 10
Atmosphere of conference, 76
Authority, transfer of, 35
Authors, ii
Beginning steps, 23-33
Behaviors,
  essential teaching, 46
  personal, 86-89
  professional, 89-94
Center organization, 11, 12
Characteristics
  of supervising teachers, 86
Close but not too close, 26
Communication, opening lines of, 70
  (also see conference)
  signs of poor, 71
Conference, on community, 28
  content of, 73,74
  creating right atmosphere, 76
  directed, 78
  and discipline, 64
  the effective, 70-81
  and function of student
    teaching, 5
  importance of, 70
  on materials, 28
  non-directed, 78
  and observation, 45
  at orientation visit, 25
  and originality, 32
  and over-all plan for term, 31
  parent-teacher, 36
  and planning, 54-57
  preparation for, 74,75

Conference (continued)
  problems, 71
  purposes of, 71,72
  regularity of, 72
  and role of student teacher,34
  scheduling, 72,73
  on school policy, 28
  on short-cuts, 37
  techniques for, 76-80
  on theory and practice, 40
  time limits, 72,73
  toward self-evaluation
  unscheduled, 72
  why you do what you do, 71
Confidential cumulative records,28
  placement recommendation, 84
Content, evaluation of, 59
  of teaching plans, 53-58
Contents, table of, iii-vi
Control (also see discipline)
  approaches to, 62
  of classroom, 62-69
Controversial issues, 91
Cooperative effort, 44
Cooperating schools, selection of,
  11
Coordinator, interviews with
  student teacher, 10
  responsibilities to student
    teacher, 19, 20
  responsibilities to supervising teacher, 16
  role of, 11
Co-workers, attitude toward, 87
Cumulative records, 36
Curriculum, functions of, 5-7
  for student teachers, 5-9
Demonstration, by you, 40
Dependence to independence, 34-42
Differences, between student
  teaching and first position, 2
  recognition of for control,65
  in student teachers, 30, 34
Directed conference, 78
Discipline, 30, 62-69
  (also see classroom control)
  and conference, 64
  evaluation of, 68
  and planning, 56
  practical suggestions for, 67
  tips from experienced, 64-66

Educational psychology, 7
Evaluation, basis for guidance, 82
  of classroom control, 68
  of content in plans, 59
  of evaluation in plans, 60
  final, 17, 84
  formal, 82-85
  forms for, 82,83
  of learning, 57
  of materials, 60
  of methods, 59
  mid-term, 17, 83
  of objectives, 59
  of personal behaviors, 92-94
  of plans, 58-60
  of professional behaviors, 92-94
  purposes of, 82, 83
  re-plan after, 59
  of self-growth, 58
  variety of needed, 57
Excusing teachers, legality of, 18
Experiences, pre-student teaching, 3,4
  wide variety needed, 2
Explain why you do what you do, 71
Extra classroom competencies, 6
Failure of student teacher at beginning of term, 31
Feedback, 57, 58
  in discipline, 64
Final evaluation, 17, 84
  supervising teacher
    seminar for, 17, 84, 85
First names, 26
First teaching, 30
Focus on essential teaching behaviors, 46
Form, for lesson plans, 53
Formal evaluations, 82-85
Friendliness, 25
From dependence to independence, 34-42
Function, of student teaching, 5
Getting ready, for your student teacher, 23,24
Goals, 1-13
Growth, maintaining it, 31
  planned, 38, 39
Guiding student teacher, principles of, 31
Helping your student teacher plan, 52-61
How to help your student teacher establish classroom control, 62-69
Importance of conferences, 70
  of mid-term evaluation, 83
  of written plans, 52
Improvement of self, 55
Independence, from dependence to independence, 34-42
Interviews, coordinator, 10
Introduction, to class, 24,25
  and goals, 1-13
  to teaching, 25, 30
Issues, controversial, 91
Learning, about pupils, 27, 28
  school policies, 28
  to teach, 1
Legality, of excusing teachers, 18
Lessons, model, 40
Library, card, 12
  professional, 21
Materials, evaluation of, 60
  for student teacher 24
  for teaching, 56,57
  variety of, 57
Methods, 55,56
  course for student teachers, 8
  emphasize importance of, 44
  evaluation of, 59, 60
Mid-term evaluation, 17, 83
  supervising teacher seminar on, 17
Model, and discipline, 65
  Lessons, 40
  by supervisor, 38
Names, first, 26
Non-directed conference, 78
Objectives, behaviorial, 54
  evaluation of, 59
  multi-, 54
  for self-improvement, 55
  written, 54
Observation, amount of, 31
  confusion possible, 46
  essential, 43
  forms for, 29, 45, 47-50
  many forms, 47
  sharing, 45
  by student teacher, 29
  types of, 29
  unstructured, 45
  of your student teacher, 21
  when to make, 43

Observers vary in perception, 46
Observing the teaching
    process, 43-51
Organizations, professional, 90
Orientation, information, 25
    of supervising teachers, 16, 17
    visit of student teacher, 24, 25
Originality, encouraging, 32
Parent-teacher conferences, 26
Participation, full faculty, 36
Personal, behaviors, 86-89
    and professional behaviors for
        supervising teachers and
        student teachers, 86-95
    relationships with the
        student teacher, 26
Personality conflict, 89
Perspective, developing, 40, 41
Philosophy, of student
    teaching program, 1,2
Placement recommendation, 84
Plans, during absence of
    supervisor, 19
    helping student teacher
        with, 52-61
    content of, 53
    no teaching without, 31
    required, 52
    written, 52
Planning, 52-61
    activities and content
    separated, 54
    assignments, 56
    cooperation in, 52
    and discipline, 56
    flexibility in, 52
    form for, 53
    learning while teaching, 1
    objectives, 54
    over-all for term 31
    for professional growth, 38,39
    re-plan after evaluation, 59
    self-improvement, 55
    special areas, 53
    for student (pupil) needs,53
Policies, and discipline, 64
    learning school, 28
Practical suggestions for
    classroom control, 67
Practice, integrating with
    theory, 40
Preface, i
Preparation, for conferences,74,75
    for student teacher, 23, 24
Prerequisites for student teaching,
    3
Pre-student teaching experiences, 3
Problems, and conference, 71
Procedure, for leaving student
    teacher alone, 19
Professional, behaviors, 89-94
    evaluation of, 92-94
    growth opportunities, 12
    library, 21
    organizations, 90
Profile, teaching, 47-50
Pupils, attitude of supervisor
    toward, 87
    evaluating selves, 58
    involve for control, 66
    learning about, 27
Purpose, of conferences, 71, 72
    of evaluation, 82, 83
    of Handbook, 1
    of student teacher seminars, 20
    of student teaching, 1
Qualifications for supervising
    teachers, 15
Recommendation, for placement, 17,
    84
    for student teacher, 84
Recorders, 79
Records, cumulative, 36
Relationship, personal, 26
Removing student teacher, 89
Required evaluations, 82-84
Responsibility, adding more, 30
    of coordinator, 16
    of coordinator to student teacher, 19
    encouraging student teacher to
        assume, 34
    roles, 14-22
    student teacher assuming more, 35
Role, learning teacher's, 44
    of supervising teacher in
    discipline, 63
Roles and responsibilities in a
    cooperative venture, 14-22
Scheduling conferences, 72, 73
School policies, learning, 28
Self-concept, 7
Self-evaluation, growth in, 80
Self-improvement, 55
Seminar, benefits of, 18
    for student teachers, 20
    for supervising teachers, 16-18

Setting the stage and beginning
  steps, 23-33
Short cuts, 37
Skills, to develop, 55
Standards, of community, 28
  of school, 28
Student teacher, correcting, 36
  leaving alone, 19
  material for, 24
  not a substitute, 18
  observing, 29
  seminars, 20
  supporting his role, 35,36
Student teachers, assignment of, 9
  variety of, 30, 34
Student teaching, beginning
  steps, 23-33
  center organization, 11, 12
  curriculum, 5-9
  function of, 5-7
  prerequisites for, 3
Study, time for, 4
Substitute, not student teacher, 18
  paid, 19
  with student teacher, 19
Superintendent, responsibility, 14, 15
Supervising teacher, assist in
  selecting materials, 56
  attitude toward student
    teacher, 25, 26, 88
  extras, 39
  getting ready, 23, 24
  help student teacher plan, 52-61
  observation of, 29
  orientation meeting with, 16, 17
  personal behaviors, 86-89
  professional behaviors, 89-94
  professional involvement, 39, 40
  qualifications for, 15
  released time, 39
  role in classroom control, 63
  seminars, 16-18
  seminar, final evaluation, 17, 85
  seminar, mid-term evaluation, 17
Table of contents, iii-vi
Teacher education institutions,
  cooperation with, 13
Teaching, behaviors, 46-50
  gradual induction into, 2
  materials for, 56
Teaching, methods, 55-56
  profile, 45, 47-50
Team effort, 32
Techniques, in conferences, 76-80
  emphasis important, 44
Theory, integrating with practice, 40
Thoughtfulness, 26
Time, analysis of, 37
Time limits, of conferences, 72,73
Touchy issues, 71, 88
Variety, of evaluation, 57
  of materials, 57
  of student teachers, 30, 34
Work area, 26, 27
Workshops, for supervising
  teachers, 12